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SEVENTY-FIVE YEARS
IN RETROSPECT
SOUTHERN ILLINOIS UNIVERSITY
1874-1949

ELI G. LENTZ



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Seventy Five Years in Retrospect

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SEVENTY FIVE YEARS
IN RETROSPECT

From Normal School to Teachers College to University

SOUTHERN ILLINOIS UNIVERSITY

1874 • 1949

ELI G. LENTZ

University Editorial Board
Southern Illinois University
Carbondale, 1955

DEDICATION

An recognition of their
important part in the
building of a great
institution this brief
history is dedicated
to the alumni and
faculties of Southern.

E. B. Lentz

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INTRODUCTION

This book would not require an introduction had not its author suppressed an important fact about the first three-quarters of Southern Illinois University's history.

He fails to make clear the contribution of one E. G. Lentz to the growth of the University.

The development of democratic practices in university administration is recorded, but no mention is made of one of the earliest, most vigorous, and most effective exponents of such practices—E. G. Lentz. A new structure of student self-government and student personnel administration is outlined, but the name of its principal architect is omitted—E. G. Lentz. The work of a committee to devise the basic plan for Southern's reorganization into a University is described, but one cannot glean from the text the identity of its chairman—E. G. Lentz.

In spite of these perhaps excusable omissions, the University Editorial Board is happy to present Mr. Lentz's succinct account of Southern's development from normal school to teachers college to university. Not only his skillfully selected facts but also his wise and shrewd incidental observations will engross the attention of all alumni, staff members, and friends of Southern Illinois University.

Charles D. Tenney
Chairman, University
Editorial Board

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DR. DELYTE WESLEY MORRIS,
Eighth President, 1948-

CONTENTS

	Page
Prefatory Note	ix
Campus Pictures	xiii
Eventful years	xix
Background	1
Location Controversy	9
Building Delays	15
Years of Organization	23
Training Teachers	31
Curriculum Development	37
Improving Facilities	45
The Teachers College—Transition Years	57
The Teachers College—Years of Development	77
Administration—Early Development	77
Administration—Later Development	85
The University Campaign	93
The University in Operation	101
Seventy-fifth Anniversary	111
Seventy-fifth Anniversary	111
Appendix A	119
Appendix B	149

PREFATORY NOTE

The celebration of Southern's Diamond Jubilee (1949) is appropriately an occasion for passing in review the significant highlights of its seventy-five years' evolution from Normal School to University. It is a story retold with re-examination of all available sources. Many brief accounts (most of them unpublished) have covered the first forty years. Especially noteworthy among these is the painstaking research, adequately documented, in Mr. Leo Barker's history which was submitted as a master's thesis at the State University of Iowa, 1936.

Miss Phyllis Prosser (Mrs. Phil Kimmel of Carbondale) wrote, while still a student in 1932, a history of Southern from sources now rapidly disappearing. The personal recollections of older alumni and faculty, which Miss Prosser utilized, humanize the story in a way that is too often missed by the documented record.

The first publication which might be called a history of the institution was the *Twenty-fifth Anniversary Souvenir* issued by the alumni in 1899.

Dr. D. B. Parkinson, when he became president emeritus in 1913, prepared an alumni directory with a brief sketch of the history of Southern, which was published under the title "*A Historical Bulletin of the Southern Illinois State Normal University.*"

Two memoirs (still in manuscript) by alumni have given vivid sketches of student life at Southern. One, covering the period of the early 80's, was written by the late Fred Richart, mining engineer of Carterville, Illinois; the other, entitled "*My Four Years at Southern Illinois Normal University (1892-1896)*" is the work of I. O. Karraker, banker of Jonesboro, Illinois. Mrs. Mae Trovillion Smith of Southern's English department has published (1949) a book entitled "*Your Friend Lucy,*" a delightful series of imaginative sketches in the form of school-girl letters, which bring to life the period of the 80's. Doubtless there are other personal accounts which would be a valuable addition to Southern's archives, if they could be obtained.

Much of the source material of Southern's history has become widely scattered, some of it lost, some of it in private hands and difficult to obtain. The University library is now providing for the collection and preservation of all obtainable matter as a part of its greatly expanded research facilities. Masters theses dealing with various special phases of

the history are encouraged and will in time become important contributions.

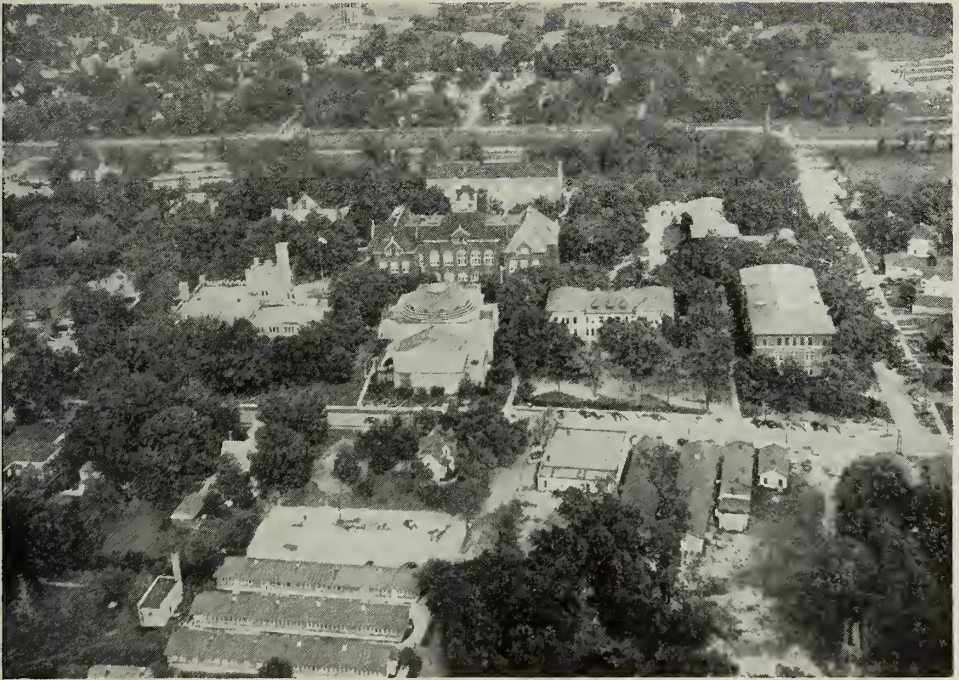
A time-capsule containing records in microfilm has recently been dedicated by Southern's service fraternity, Alpha Phi Omega, to the centennial of 1974. The more detailed and critical history of the institution, written against the background of a century of Illinois educational progress, will await the outcome of highly important changes in the transition now taking place. The following sketches make no pretense of being more than a brief memorial to those who laid the substantial foundations.

May 27, 1950

E. G. Lentz, Chairman,
Diamond Jubilee Committee.

SOUTHERN'S CAMPUS

1949



AERIAL VIEW OF SOUTHERN'S PRESENT CAMPUS



OLD MAIN (1887)



OLD SCIENCE BUILDING (1896)



WHEELER LIBRARY (1903)



ALLYN BUILDING (1903) 1908



ANTHONY HALL (1913)



SHRYOCK AUDITORIUM (1916)



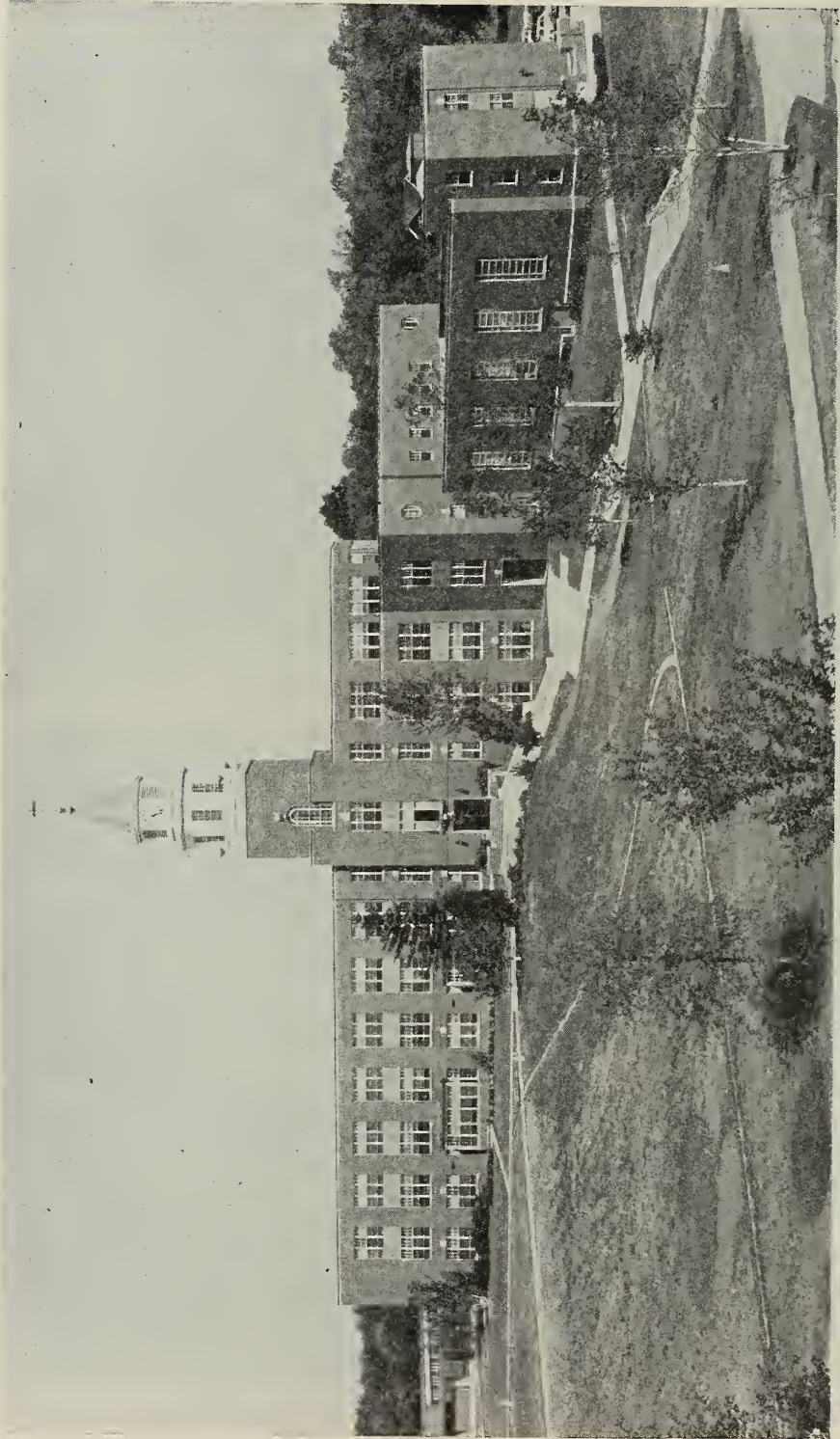
GYMNASIUM (1925)



PARKINSON LABORATORY (1928)



McANDREW STADIUM (1938)



UNIVERSITY SCHOOL, COMPLETED 1949, A CULMINATION OF 75 YEARS OF EDUCATION IN SOUTHERN ILLINOIS

THE EVENTFUL YEARS

- 1868 Meeting of a thousand leading school men in Carbondale, June 24-26, to promote a Normal School in Southern Illinois.
Similar meeting in Centralia, September 1-3.
- 1869 Charter Act passed by Illinois General Assembly. Signed by Governor John M. Palmer, April 20.
- 1869 Carbondale chosen for the location of the Southern Normal, August 31.
- 1869 Building contract awarded, December.
- 1870 Cornerstone laying of first building, May 17.
- 1870 Reorganization by appointment of building commissioners.
- 1873 First meeting of regular Board of Trustees, October 28, addressed by Governor John L. Beveridge.
- 1873 Twelve departments of the Normal created; first faculty chosen.
University seal adopted.
- 1874 Dedication of first building and inauguration of Dr. Robert Allyn as first president, July 1.
"First day of school", July 2.
- 1875 First Southern Illinois Normal University catalog issued.
- 1875 Authorization of a law school by the board of trustees.
- 1876 Exhibit at Centennial Exposition, Philadelphia.
First class graduated
- 1878 Establishment of Douglas Corps Cadets and beginning of a program of military training under authority of the United States War Department.
- 1883 Destruction of the first building by fire, November 26.
- 1884 Temporary frame building occupied, January 24.
- 1887 Present Old Main completed; dedicated, February 24.
- 1892 Retirement of Dr. Allyn, and election of Professor John Hull as second president.
- 1893 Elaborate exhibit prepared for the World Columbian Exposition, Chicago.

- 1894 Inauguration of Dr. Harvey William Everest as third president.
- 1895 Adlai E. Stevenson, vice-President of the United States, commencement speaker.
- 1896 Old Science Building (The Castle) completed; dedicated December 22.
- 1898 Dr. Daniel Baldwin Parkinson elected fourth president.
- 1899 First yearbook, the *Sphinx*, issued by the Junior Class.
- 1904 Wheeler Library completed, dedicated, June 6.
- 1908 Allyn Training School completed.
- 1909 Manual training courses offered.
- 1909 William Jennings Bryan, commencement speaker, June 10.
- 1910 Household Arts department established.
- 1912 Acquisition of State Farm.
- 1913 Anthony Hall dedicated, October 13. Inauguration of Henry William Shryock as fifth president.
- 1914 First *Obelisk*, school annual, published.
Bureau of Rural School Work established.
- 1915 Power House completed.
- 1917 The Normals and Teachers Colleges of Illinois brought under administrative authority of the Department of Registration and Education and a unit state board of control.
- 1918 Shryock Auditorium dedicated; address by ex-President William Howard Taft.
- 1920 Publication of *Egyptian* as a weekly campus paper.
- 1922 First class to receive degrees at commencement.
- 1923 Discontinuance of vice-presidency and creation of office of Dean of Faculty.
- 1925 New Gymnasium completed.
- 1926 Creation of office of Dean of Women.
- 1928 Parkinson Laboratory completed.
Southern Illinois Normal University recognized by American Association of Teachers Colleges as a Class-A College.
- 1931 Institution fully accredited as a degree-conferring teachers college by the North Central Association.

- 1935 Death of President Shryock. Election of Roscoe Pulliam as sixth president. Creation of office of Dean of Men.
- 1936 Appointment of Council of Administration by President Pulliam.
- 1938 McAndrew Stadium completed.
- 1939 Participation in studies of teacher-training, under American Council on Education.
- 1940 Acquisition of Training School site, first expansion of campus. Adoption of Administrative Code by faculty.
- 1942 Opening of University Cafeteria.
- 1943 Grant by legislative act (the Crisenberry Bill) of limited University status.
- 1944 Death of President Roscoe Pulliam, March 27.
Graduate School established.
- 1945 Inauguration of Dr. Chester Frederick Lay as seventh president, May 11.
Appointment of Deans of College of Education, College of Vocations and Professions, and College of Liberal Arts and Sciences.
- 1947 Name of Southern Illinois Normal University changed to Southern Illinois University by legislative act.
- 1948 Resignation of President Lay.
- 1949 All-Southern-Illinois campaign for larger appropriations.
Inauguration of Dr. Delyte Wesley Morris as eighth president, May 5.
Founders Day, July 2.
Diamond Jubilee Homecoming, October 20-22.

BACKGROUND

An Act of the Twenty-sixth General Assembly of Illinois, approved March 9, 1869, created Southern Illinois Normal University, the second state-supported normal school in Illinois. Twelve years earlier, by a similar organic act, the first western normal school had come into being as the Illinois State Normal University at Normal, Illinois. It was the crowning achievement of an expansive decade remarkable for the educational advance in Illinois, which saw the creation of the elective state superintendency of schools as detached from the office of secretary of state (1853); the establishment of the Illinois State Teachers Association, with its journal, *The Illinois Teacher* (1854); and the enactment of the public school law of 1855, which gave Illinois a free common school system for the education of "all the children of all the people." All three agencies collectively were responsible for the creation of the first Illinois State Normal as the solution of the serious problem of providing trained teachers for the common schools.

The movement to establish a federal land-grant Industrial University, which had gained considerable headway, was temporarily shunted aside; its proponents, the Industrial League, the *Prairie Farmer*, and particularly Professor Jonathan B. Turner—the crusading leader of the movement—joined forces with the advocates of the first Normal University, doubtless with the expectation that the scope of its curriculum might be broadened to include industrial training. The title "University" attached to the Normal probably derives as much by way of concession to the Industrial League forces as to securing the revenues from the state seminary funds. Whatever hopes Professor Turner and his associates may have entertained as to the industrial character of the new State Normal were doomed to disappointment; the school was created and was destined to remain a teacher-training institution.

The normal-school idea had moved westward from Massachusetts where it had its beginning under the guiding statesmanship of Horace Mann. Illinois educational leadership improved and expanded the movement into a great system of teacher training. After twelve years' operation the "Old Normal," as it subsequently came to be called, was widely influential in the advancement of the state normal-school idea, not only in Illinois but in other states as well. It was most effective in the training of educational leadership in Illinois. C. E. Hovey, its first president, had a strong faculty of normal-trained teachers. Especially influential as a leader was Dr. Richard Edwards, greatest of the western normal-

school men, who succeeded Hovey as president in 1861 and later became Superintendent of Public Instruction of Illinois.

The tragic interlude of Civil War was a period of marking time for everything except advancing or retreating armies; educational progress was at an end for the time being. The struggle called forth its quota of leaders from the field of education, among them being General Hovey from "Old Normal." But the close of the war brought a new impulse to advancement in Illinois education, particularly in Southern Illinois. The one State Normal was unable to meet the increasing needs and demands of so large an area as all Illinois. Moreover, it was remote in location from the southern counties of the State. In the legislative campaign for its charter act in 1857 this had been foreseen, and there was an implied, if not expressed, assurance that another State Normal would be created and located in Southern Illinois. Further reinforcement of this implied obligation was the location of Illinois Industrial University (now the University of Illinois) at Champaign-Urbana in 1867.

The immediate genesis of the normal-school movement in Southern Illinois was a series of meetings in 1868, having for their purpose to secure the concerted action of all Southern Illinois in an effective campaign for a state normal to meet the educational needs of "Egypt." Then, as now, the region comprising the south third of the state considered itself a sadly neglected area.

A meeting of school men at Salem, Illinois, in May, 1868, was the initial step and resulted in the call of an educational convention to be held in Centralia, Illinois, September 1-3, 1868. The call signed by 200 teachers and superintendents defined its purposes: (1) to organize a Southern Illinois Educational Association, (2) to promote the establishment of a Southern Illinois Normal, (3) to raise the legal eligibility of county superintendents, and (4) to revise the certificating law. A committee composed of W. H. V. Raymond, S. H. Dickey, J. C. Scott, and E. P. Burlingham was empowered to issue the call and to provide a three-day program.

In the meantime a similar convention, apparently having no connection with the Salem meeting, was called for June 24-26 at Carbondale. The call for the Southern Illinois Educational Convention at Carbondale was widely publicized throughout the State and brought a large attendance of school officials, including most of the county superintendents of Southern Illinois, principals of graded schools, teachers, and friends of education generally. Carbondale's hospitality to the hundreds of visitors was most cordial; Carbondale homes entertained without charge, and the Illinois Central gave free return transportation to those traveling by rail.

A varied program of addresses and discussions in the Carbondale

meeting dealt with the problems of education of the region, especially the objectives indicated in the call for the Centralia convention. Among the more prominent participants in the half dozen sessions held in the beautiful grove of Southern Illinois College campus were Dr. Robert Allyn, president of McKendree College at Lebanon; Enoch A. Gastman, superintendent of Decatur city schools; Simeon Wright of Chicago; Professor J. V. N. Standish of Lombard College; and Clark Braden, principal of Southern Illinois College, which acted as host to the convention. Professor Standish at that time was editor of the *Illinois Teacher*; Simeon Wright was the official representative of the Illinois State Teachers Association and also a member of the State Board of Education, the board of control of the Old Normal.

Emphasis in the Carbondale meeting was placed upon the dearth of and imperative need for trained teachers and educational leadership in what was continually referred to as "Egypt." Reports of conditions were made by the county superintendents of the several counties represented. Jackson County was reported as having 85 districts, two graded schools and one school not open; Alexander, 20 districts, one graded school at Cairo, and prevailing non-professional attitude of teachers; Perry with 60 districts, four graded schools and 70 teachers; Saline, 60 districts, two graded schools, 30 or 40 teachers preparing, four Normal graduates; Hamilton, 50 districts and four graded schools; Marion, seven graded schools; Johnson, one graded school at Vienna which offered teacher training; Union, 60 districts, 85 teachers, with twenty preparing. Williamson reported 73 districts and 75 teachers, many incompetent; and Pulaski reported conditions improving. The graded school referred to in these reports was a school with two or more teachers, and the term "preparing" indicated that teachers were taking in-service training to further their education as teachers.

The reports revealed only the best aspects of the total picture of common school conditions in Southern Illinois. Dr. Young, county superintendent of Williamson County, was somewhat franker than most of his associates in reporting that many of his teachers were incompetent, a condition very generally prevalent throughout the area. Most schools—some of them graded—were open for a term of three to five months. The "qualified" teacher held a first or second-grade certificate issued on a totally inadequate examination by the county superintendent who was in some instances unqualified to give it. Such certificates were renewable at the discretion of the county superintendent, who often waived the formal examination by issuing provisional certificates. First-grade certificates were valid for two years and required a knowledge of the elements of natural science, physiology, and the laws of health, in addition to proficiency in the common branches; the second-grade certificate, valid

for one year, covered only the common branches, reading, writing, arithmetic, grammar, orthography, geography, and history of the United States. All too often the best qualified teacher in the public estimation was the one strongest in discipline, on the Pete Jones Hoosier dictum of "No lickin', no larnin'." On the brighter side it may be said that some of the schools had highly competent teachers, even college graduates, but rarely was this true in the predominantly rural areas. Few had any professional training, but some had a native competence better than training.

A session of the Carbondale convention was devoted to the discussion of a Normal University for Southern Illinois with unanimity of opinion as to its need. All speakers advocating its establishment were warmly applauded, showing, as the Carbondale New Era reported, "that Egypt is alive to her interests and determined to have her rights." Most significant of the resolutions adopted by the convention were those concerning the proposed State Normal:

"Believing the time has fully come when the educational interests of Illinois demand more than one Normal school, and that the people of Southern Illinois are ready to sustain an institution of this kind, either as an auxiliary school to our present University or entirely independent of it, we earnestly solicit the co-operation of all educational men in the State in securing this result. Therefore be it

Resolved, That it is the earnest prayer of this convention that the county superintendents of the State, especially of Southern Illinois, unite in such measures as will secure an act from our next Legislature establishing a normal school in Southern Illinois at least equal to our present Normal University in all of its advantages.

Resolved, That we, as teachers and friends of education in Southern Illinois, will, on all suitable occasions, press our claims for a normal school, and that we will not desist in our efforts until our prayer is granted.

Simeon Wright, J. N. Patrick, Committee."

A delegation of eight members was elected to attend the meeting which had been called for September 1-3 at Centralia, to seek co-operation in the formation of a Southern Illinois Educational Association and the establishment of a Southern Illinois Normal University.

A state-wide concern for the advancement of the educational interests of Southern Illinois is indicated by the representative character of leadership in the three-day program of the Centralia convention. State Superintendent Newton Bateman and President Richard Edwards of the Old Normal were active participants; John M. Gregory, the newly elect-

ed president of Illinois Industrial University (University of Illinois), and Jonathan B. Turner, principal promoter of that university, were prominent speakers. William T. Harris, a rising new figure on the national educational horizon, also had a part in the Centralia program; he had, a few months previously, been made superintendent of St. Louis city schools where he was soon to achieve a national celebrity.

The Centralia conference marked a distinct advance in Illinois education by the increased impetus it gave to current demands. Its advocacy of compulsory attendance in the free schools, its demand for the raising of the standards of qualifications for teachers, and its requirement of a state certification for the office of county superintendent gave evidence of awareness of how far Illinois had yet to go to attain a measurably satisfactory system of public education.

Southern Illinois, through its leaders, faced realistically and critically the conditions of a backward and neglected area of the state. Always more or less region-conscious, it became acutely so in the matter of its educational interests. The primary object of the Centralia conference, as stated in its call, was the formation of a Southern Illinois Educational Association to serve the interests of the area much as the earlier State Association served the teachers of the state as a whole. A solidarity of regional action and the promotion of the professional spirit of teachers were ends fully justifying such an organization. The Southern Illinois Teachers Association, which came into being at Centralia in 1868, was a potent force in Illinois education and maintained its detachment as an organization until 1912, when it became a divisional group of the State Association and now comprises the Southern, Southeastern, and Southwestern divisions of the Illinois Education Association.

The concluding action of the Centralia Conference, which had transformed itself into the Southern Illinois Educational Association, was the unanimous adoption of the following preamble and resolution:

“Whereas, The public school system in this State is recognized as being vitally essential to the preservation of freedom and virtue, and therefore to the future existence of democratic principles of republican government; and whereas, the efficiency of this system depends largely upon the ability and training of the teacher; and whereas, the great State of Illinois has in its wisdom established a Normal University in the northern half of the State, of which we are justly proud, and this University having demonstrated its usefulness and the necessity for its existence, and being quite unable, notwithstanding the greatest exertions of its overworked faculty, to supply the demand for teachers well

trained in their profession for the public schools; and whereas, the population and wealth of the State of Illinois has more than doubled since the opening of the present Normal University; therefore, be it

“Resolved, That this Association appoint a committee of fifteen, whose duty it shall be to memorialize the Legislature at its next session, and do all other things which may be necessary to secure the early establishment of a Normal University in Southern Illinois.

“Resolved, That the County Superintendents and all school officers and friends of education in Southern Illinois be requested to co-operate with this committee.”

Pursuant to these resolutions a committee of leading citizens, representative of fifteen counties of Southern Illinois, was designated by the Association to draft a memorial to the State Legislature. This committee, under the chairmanship of Captain Daniel Hurd of Cairo, met at Odin, October 16, and issued an address to the people, which was widely published by the press of the state. An eloquent and convincing case was made for the establishment of a state normal in “Egypt.” Professing no spirit of rivalry with “the excellent institution already established in the northern section of our great State” and paying tribute to its accomplishments, the address stressed the need for an expanded service of teacher training, a need especially urgent for Southern Illinois. The emphasis upon the normal-school function is indicated by the following statement quoted from the address:

“One good teacher, thoroughly qualified for his great work—knowing **what** to teach and **how**, and drilled in the best methods of educating, will accomplish more than a dozen with a low or average grade of qualification. It is a recognized fact that we can only expect such teachers when we have schools specially adapted to their training—the drill is not more necessary to the soldier, nor the medical school to the hospital, and the dissecting room to the physician, than are Normal Schools to the supply of the country with teachers such as the times demand.”

The address closed with a form of brief petition to the General Assembly, which the committee urged should be widely circulated and as numerous signed as possible. “Let the voice of the people go up to their legislators ‘like the sound of many waters.’ What we ask is due us, fair to others, and good for the whole State.”

The Committee of Fifteen was increased to include as signatories of the address the prominent political leaders of Southern Illinois, most

conspicuous among them being General John A. Logan, General Green B. Raum, Gustavus Koener, W. R. Morrison, Silas L. Bryan, S. S. Marshall, Thomas S. Ridgway, Colonel D. H. Brush, and Judge Monroe C. Crawford. These were not just names added for prestige because of their prominence in the state and national scene; they took an active and most effective part in promoting the cause.

With a strong regional and state-wide backing, the act creating Southern Illinois Normal University was passed by the 26th General Assembly with no great difficulty and received Governor John M. Palmer's approval. Provision was made for the appointment by the governor of a board of five trustees empowered to proceed to the selection of a site and to contract for the erection of a building. The location of the school as defined in the act must be within an area south of the Alton and Terre Haute Railroad or not more than six miles north of that line. The northern tier of counties partly or wholly within this area were Madison, Bond, Fayette, Effingham, Jasper, and Crawford. This comprised approximately the south third of the state.

LOCATION CONTROVERSY

The building trustees, or commissioners, appointed by Governor Palmer were General Eli Boyer of Olney, Colonel Thomas M. Harris of Shelbyville, Samuel Flannagan of Benton, Captain Daniel Hurd of Cairo, and the Reverend Elihu J. Palmer of Belleville, a brother of the Governor. These trustees held a first meeting in Centralia and advertised, as required by law, for bids from Southern Illinois communities for the location of the school. The legislature had limited its appropriation to \$75,000, with the intent that the balance in cost of building would be made up by the highest bidder for its location. A supplementary act had also been passed empowering incorporated cities or towns to incur a bonded indebtedness to facilitate their bidding, and DuQuoin was specifically authorized to offer its city park as a part of its bid. Donations of lands, buildings, bonds, moneys or other valuable consideration for the founding and maintenance of the new institution were specified as requisite in determining its location.

Proposals were made by several communities, notably Pana (which was outside the territorial limits prescribed), Vandalia, Carlyle, Olney, Centralia, Irvington, Salem, Tamaroa, DuQuoin, Carbondale, South Pass (Cobden), and Anna-Jonesboro. Four of these, Irvington, Tamaroa, Carbondale, and Anna, already had colleges or academies. The spirited bidding for the prize, which began even before the appointment of the building trustees, became somewhat embittered by the newspaper war waged in setting forth superior claims of some communities and belittling the claims of rivals. Especially was this true of Centralia, DuQuoin, and Carbondale, with Carbondale's *New Era* taking a leading part. Journalese billingsgate was not beneath the dignity of the Carbondale *New Era*, *DuQuoin Tribune*, and the *Centralia Sentinel*. But, it may be observed, as newspapers of that time pulled no punches in their political feuds, so they applied their editorial barbs to other matters of public interest as well. The net result, however, was not good for the beginning of the new institution which was the collective enterprise and responsibility of all Southern Illinois. Competing community rivalries contributed no little to destroy the fine spirit of solidarity of the region which had brought the new State Normal into being.

Important considerations in the selection of the site for Southern Illinois Normal University were accessibility, railroad facilities, central or nearly central position within the area, resources, low cost of living, and cultural advantages. All of these were strongly played up by the *New Era* in behalf of Carbondale. Superior health conditions, both physi-

cal and moral, were also claimed by this community of 2000 population, which had but recently become an incorporated city. It was the **New Era's** boast that "Carbondale has never had a drinking saloon, doggery, billiard room or place of dissipation or idle resort within its limits and is absolutely free from these temptations to vice and idleness," a boast which naturally provoked the ridicule of the **DuQuoin Tribune** and **Centralia Sentinel**.

Southern Illinois College, at that time in thriving condition with good buildings and grounds and with a growing student enrollment, was offered by Carbondale as a successful normal school already in operation and needing only state support. Originally chartered in 1856 as Carbondale College, under Presbyterian control, it had been sold ten years later to the Christian Church denomination. Under the principalship of Reverend Clark Braden the school was given new life and promise. In 1868 this college had an enrollment of more than 300 students and offered a diversified curriculum with emphasis upon teacher training. Principal Braden, as already mentioned, was an influential leader in promoting the campaign for a state normal in Southern Illinois and doubtless entertained hopes of his institution's being taken over by the State.

Irvington, seven miles south of Centralia on the Illinois Central, was a strong bidder whose claims apparently received slight consideration. Illinois Agricultural College, which opened at Irvington in 1866, was already a state college to the extent that a legislative grant of seminary lands had been made toward its establishment. The gift by the state of four and a half sections of what at that time remained unsold seminary lands provided a state endowment of approximately \$58,000, which made Illinois Agricultural College actually a state land-grant college. The state, however, appropriated nothing for its maintenance and exercised no control over it further than to require its trustees to make annual financial reports to the state auditor. Failure to make such report as prescribed by law, together with the loss of endowment funds by a bank failure in Centralia, prompted the State Legislature to pass an act, approved April 19, 1869, directing the attorney general to institute proceedings for a financial accounting, and making it lawful for the trustees to transfer the property and endowment of the college for the establishment of Southern Illinois Normal University created by the legislative act a few days earlier. This was the basis of Irvington's bid for the location of the Normal, by offering the donation of the college buildings and farm of 560 acres. Thomas Quick, both a trustee of Illinois Agricultural College and a member of its faculty, had taken a leading part in the movement to get a state normal for Southern Illinois and he now became active in seeking its location at Irvington.

Tamaroa offered \$50,000 and a choice site of 3100 acres. This

progressive small town, thirty miles north of Carbondale, on the Illinois Central was geographically well situated as a suitable location and had great hope of favorable consideration. Its educational interests had been stimulated by its successful academy conducted by B. G. Roots, who was one of the active promoters of the normal-school movement in Southern Illinois.

The extent to which General John A. Logan actively aided Carbondale's bid gave rise to many unverifiable rumors of improper political pressure. General Logan, the great volunteer soldier-hero of the Civil War, was Carbondale's most famous citizen. As popular political leader and Congressman-at-large from Illinois he had great influence with the state administration, with Governor Palmer, and with the trustees. It is even probable that he nominated some of the trustees. Moreover, he had extensive real estate holdings in Carbondale, and was reported by the *New Era* as offering lands and money for the location at Carbondale. Du-Quoin and Centralia papers deplored this favoritism and reminded the General that he belonged to the whole state of Illinois rather than to any local constituency. Despite rumors to the contrary, there is no evidence of Logan's use of any but the most legitimate influence for Carbondale. He was far too shrewd a politician and, at the time of the most heated rivalry over the site location, was wholly absorbed with affairs at Washington both as intimate friend and adviser of President Grant and as National Commander of the G. A. R.

Preliminary to the selection of a suitable site, the trustees visited Terre Haute, Indiana, to inspect the Normal School building then in process of construction; they also journeyed to Albany, New York, for a similar purpose. During August they made a tour of inspection of the various towns which had submitted proposals. At a meeting in Tamaroa, August 31, the trustees "cast their lots and the lot fell upon Carbondale;" not, however, on the first ballot. The selection had been narrowed to consideration of the three competitors making the highest monetary offer. This was by no means the sole factor in determining the final selection, but Carbondale's offer of money and lands was most liberal. The city bonded itself for \$100,000 and Jackson County for \$50,000. Property of an estimated value of \$75,000, including Southern Illinois College, was part of the offer.

Carbondale considered herself highly fortunate as the winner and received the congratulations of most of the press of Southern Illinois. The city soon came to realize, however, that she had assumed a heavy burden of cost for many years ahead. The awarding of a state institution as "a prize" to the highest bidder — repeated many times in Illinois from the locating of the first Normal to recent times—greatly overemphasized the purely economic aspect of the award and tended too much to make the

institution a local asset and responsibility. But the State Legislature, which had appropriated only \$75,000 for the building and equipment of the Normal, had put a heavy burden upon the community, which must make up the balance of the cost of an adequate building. It was too much like the industrial technique of a city-bid for a factory to increase its payroll facilities.

The trustees, on whom rested the responsibility of building as well as locating Southern Illinois Normal University, were men of vision who planned for a great institution. They investigated and informed themselves fully as to the best in school architecture and facilities. They intended the result to be a credit to the State of Illinois; it proved to be a monument to their wise planning. The trustees ignored the curious building limitations incorporated in the charter act, namely: "the buildings shall not be more than two stories in height, . . . shall front to the east, and shall be of sufficient capacity to accommodate not exceeding three hundred students." They met in Carbondale, September 9, to begin the preliminary work of building and engaged Thomas Walsh, St. Louis architect, to prepare plans and specifications.

Passing over Carbondale's offer of its college building and campus, much to the disappointment of Mr. Braden and the friends of the College, a twenty-acre tract of farmland belonging to Mrs. Sanders was purchased. Situated three quarters of a mile south of the public square, it was somewhat remote from the business and residential area, but it had every advantage of position with commanding view and gradual slope in every direction. It had been the expectation of Mr. Braden that his college would be taken over for the new Normal, and he had shaped its curriculum accordingly; in fact, the college had assumed the name "Southern Illinois Normal." If his frustrated hope had been realized, Southern Illinois Normal University might have opened its doors in 1869 instead of the long deferred date, 1874. The Carbondale College property was retained by the city of Carbondale and was converted to public school use and is now the Lincoln elementary and junior high-school.

Unfortunately the location controversy was not ended with the trustees' selection of Carbondale. Plans for buildings were interrupted by an injunction sought in Circuit Court in Perry County to prevent the trustees from locating the Southern Normal at Carbondale on the ground of invalid title. A charge of bribery was brought against the trustees. The validity of the title had been questioned by Attorney General Bushnell in a letter to Governor Palmer, October 9, which called forth an able defense of the title by General Boyer in his paper, the **Olney Journal**.

The suit for injunction, in which the trustees were represented by Lieutenant Governor Dougherty, General Logan, and Judge Mulkey, was

dismissed by Monroe C. Crawford, the presiding judge. Governor Palmer gave his approval of the Carbondale site, and the location dispute was finally settled. And yet a feeling, not so much of active antagonism as of indifference, was not soon to disappear. The struggling institution in its formative years bore the handicap of being too much regarded by rival communities as the Carbondale Normal.

With the location controversy settled, the trustees awarded the contract in December, 1869, for the building and equipment according to plans previously adopted. The contract was given to James M. Campbell, one of Carbondale's wealthier public spirited citizens, not on competitive bid but on Carbondale's guarantee that the building would be completed, according to specifications, within a year and at a cost not to exceed \$210,000, neither of which conditions as to time and cost could be fulfilled. The board appointed one of their members, Mr. Palmer, to superintend construction, and he moved his residence from Belleville to Carbondale. The work of building made rapid progress during the early months of 1870, and the first story of red sandstone, called by a legal fiction the basement, was completed by early May.

The ceremony of cornerstone laying, May 17, 1870, was made the occasion for a gala day in Carbondale. Press reporters variously estimated the crowd attracted by the elaborate celebration at ten to twenty thousand people. The *Springfield Journal* reported: "The day was pleasant, the addresses able and eloquent, the attendance immense;" the *St. Louis Democrat* said: "Nothing equal to this day's work has ever before been witnessed in Egypt."

Excursion trains from Odin on the north and Cairo on the south brought a multitude, and horse and buggy and wagon transportation from all directions swelled the vast concourse massed in Carbondale on that warm, dusty spring day.

Colonel Ben L. Wiley, as marshal of the day, directed a parade nearly a mile long, consisting of members of the Masonic fraternity led by Knights Templar escorts from the Commanderies of Cairo and Centralia; a large number of Odd Fellows "in magnificent and costly regalia;" cornet bands from DuQuoin, Cairo, Centralia, and Carbondale; and the host of citizens of Southern Illinois in the line of march.

Grand Master Harmon G. Reynolds of the Grand Lodge, A. F. & A. M. of Illinois, officiated in laying the corner stone with the impressive ritual of the fraternity.

Carbondale's celebration of May 17 was laudable, motivated by the desire to publicize by public rejoicing the progress of Egypt's great institution, the Southern Normal. But other considerations made it fraternal,

political, and social, as well as educational. A barbecue in Brush Grove made ample provision for the feeding of the multitude, and an afternoon program of music and addresses followed.

Governor Palmer's failure to arrive, because he was unable to make train connections, was the principal disappointment of the day. His anticipated address as orator for the occasion partly accounted for the great throng attracted to Carbondale.

According to the Democratic press, Lt. Gov. Dougherty's impromptu substitution was too long (as impromptu addresses are apt to be), and rather pointlessly over-emphasized "the great conspiracy of the late Rebellion."

State Superintendent Newton Bateman was present but modestly declined to be introduced, probably because he had been prominently mentioned as a candidate for the presidency of the new institution.

President Richard Edwards of the Old Normal and Dr. Robert Allyn of McKendree College, in brief addresses, ably gave emphasis to the educational significance of the occasion.

"Egypt" now looked forward with renewed hope to the development of a rich but "neglected area." The pioneer colleges, Shurtleff and McKendree, were to have a new ally rather than a competitor in cultural leadership in Southern Illinois.

BUILDING DELAYS

Four years elapsed between the cornerstone laying and the actual opening of the school, years of disappointing delay and consequent waning regional interest in the new institution. In the light of subsequent events it probably would have been better if the opening had occurred immediately in Carbondale College or in temporary quarters, as the "Old" Normal had started.

Delay was caused by financial difficulties which might have been foreseen. Building plans, costing far more than the available funds, called for additional legislative appropriation which was not forthcoming. By an error in judgment, a contract had been awarded for a building to cost \$210,000 which actually cost \$265,000 on completion. This contract assumed that Carbondale city bonds would yield their face value of \$100,000, whereas they proved to be worth less than \$30,000. Property donated could be sold for only a fraction of its estimated value. Of the \$75,000 originally appropriated by the legislature, only \$65,000 could be used for building purposes.

Altogether the miscalculations, which entailed so much delay, were errors as to what seemed sufficient, and were chargeable both to over-optimistic planning judgment and to the illiberality of the legislature. It may be observed that the modern technique of public building construction, in which the first appropriation usually calls for a second to complete what was begun, had not yet been developed to its fullest potentialities.

A bill was introduced early in the legislative session of 1871 for a reorganization of the whole procedure by terminating the contract with Mr. Campbell and providing for the appointment of a new board of building commissioners. Soon after the passage of this act, April 13, Mr. Campbell was accidentally killed by a falling timber, while supervising the work of construction. This tragic death hastened the re-organization plans, and the State Legislature appropriated an additional \$50,000 for the completion of the building, an amount totally inadequate.

The termination of the original contract both by the death of the contractor and by act of the legislature brought only slight deviation from the ambitious plans, and the magnificent structure finally completed was a worthy monument to Mr. Campbell's building skill and his fidelity to the terms of his contract in the face of personal financial risks. Mr. Campbell had assumed the validity of the doubtful bonds and the over-valued property pledged in donation.

Governor Palmer appointed as building commissioners John Hood

of Cairo, Elihu J. Palmer of Carbondale (a carryover from the first board), Hiram Walker of Jonesboro, R. H. Sturgis of Vandalia, Nathan Bishop of Marion, and F. M. Malone of Pana. Two of these, as experienced contractors and builders, assumed active direction of building operations, both for the completion of the Normal and for the Hospital for the Insane at Anna. The building commissioners were confronted with much the same difficulties as the first board of charter trustees had met.

A Senate resolution in the legislature of 1871 authorized the Governor to offer the city of Carbondale the release of its \$100,000 city bonds for \$30,000, if redeemed by July 1, 1872. At a mass meeting held in Carbondale March 2, 1872, the city accepted this proposal, having already expended \$50,000 on the building. With great difficulty the additional appropriations necessary for the completion of the building were secured from an economy-minded legislature then confronted with the Panic of 1873. The building was ready for dedication July 1, 1874, nearly five years after its inception.

Anticipating the completion of the work of the building commissioners, Governor John L. Beveridge appointed the first administrative board of trustees of the Southern Normal in 1873. The five members of this board, Thomas S. Ridgway of Shawneetown, James Robarts, M. D., of Carbondale, Judge Jacob W. Wilkin of Marshall, Edwin S. Russell of Mt. Carmel, and Lewis M. Phillips of Nashville, were representative leading citizens and men of large affairs in Southern Illinois and gave unstintingly of their time in the interests of the Normal.

As builders shaping the destiny of the institution the board set the pattern of local, completely autonomous control which was to prevail until 1917, when the Civil Administrative Code created a State Normal School Board under the Code Department of Registration and Education. Only recently has the administration of the new Southern Illinois University been returned to a local, independent board.

A meeting of the new board of trustees was convened for organization by Governor Beveridge, in the office of the building commissioners in Carbondale, October 28, 1873. An oath of office was administered to the members; Thomas S. Ridgway was elected president of the board, an office he continued to hold for nearly twenty years. Mr. Ridgway was a prominent financier and political leader with wide influence in Southern Illinois and held the office of state treasurer of Illinois during the first two years of his membership on the board.

Dr. Robarts was chosen secretary and served in that capacity for twelve years. He was one of Carbondale's busiest physicians, with an extensive practice as a highly successful "horse-and-buggy doctor." Dr. Robarts' membership on the board established the custom, never subse-

quently broken, of having a member resident of Carbondale. A local member has always been a great advantage to the administration of the institution.

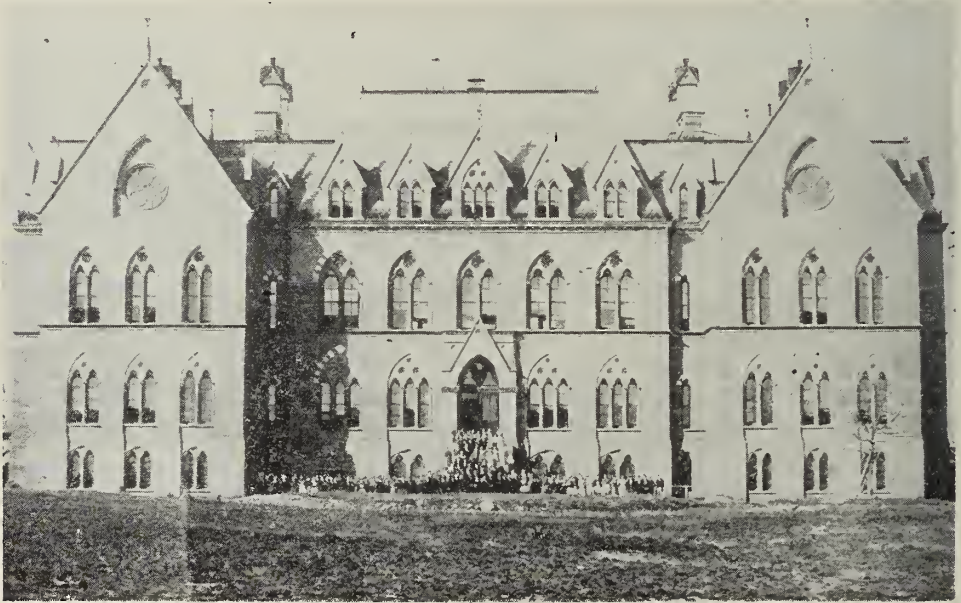
Governor Beveridge participated in the deliberations of that first meeting of his appointees, and manifested a keen interest in the future of the new state school then being created. A committee of the board was appointed to confer with Dr. Robert Allyn, president of McKendree College at Lebanon, with an offer of the presidency of Southern Illinois Normal University.

At a subsequent meeting of the board in Carbondale, November 28, Dr. Allyn was present and was unanimously elected to head the school with the title of principal. A committee on school furnishings reported its visit to Indiana State Normal at Terre Haute, Normal University at Normal, the city Normal at St. Louis, and Illinois Industrial University at Urbana, and the board authorized the expenditure of \$8,000 for equipment. A university seal devised by Dr. Allyn was also adopted and is the seal now in use, with the deletion only of "Normal."

The third meeting of the board was held in Springfield, January 14, 1874, at which Governor Beveridge was present. Applications for faculty positions were considered, but action was deferred until the legislature, then in session, should make its biennial appropriations. A meeting of the board in Springfield at that time is not without significance as bearing upon these appropriations. An adjourned meeting held in Carbondale, February 26, created twelve departments of the Normal and chose a faculty for these departments, with salaries as follows:

1. Mental Science, Logic and Teaching, Dr. Robert Allyn, Prin., \$4,000.
2. Language and Literature, Charles W. Jerome, Registrar, \$1,500.
3. Mathematics, Enoch A. Gastman, \$1,500.
4. Natural History, Botany, Physiology, Dr. Cyrus Thomas, \$1,500.
5. Natural Philosophy and Applied Chemistry, D. B. Parkinson, \$1,000.
6. Reading and Elocution, James H. Brownlee, \$1,000.
7. Geography and History, Granville F. Foster, \$1,000.
8. Grammar and Etymology, Martha Buck, \$800.
9. Vocal Music, Kate Henry, \$400.
10. Drawing and Writing, Mrs. E. A. Jerome, \$400.
11. Preparatory School, the Reverend A. C. Hillman, \$1,250.
12. Model School, Abigail Robarts, \$800.

The salaries of the principal and teachers in the preparatory and model schools were to be paid in part from tuition. The faculty was summoned for the opening of school in a summer institute, July 1, and a circular announcement was authorized. Plans were also made for a dedication of the new building on the day of opening. And now, after long delay, the real architects of a future institution, board and faculty, were at work.



FIRST BUILDING

The new building, completed and ready for occupancy, was turned over by the building commissioners to the board of trustees for dedication July 1, 1874. This beautiful building, a model of school architecture for the time, which had been erected on the site of Mrs. Sanders' strawberry patch had, however, a most unattractive setting. Earth from the slight excavation for the first story stone basement had yet to be leveled; landscaping, tree planting, fencing, and pavements had to wait development during the months ahead. The following description of the building is quoted from Professor S. E. Harwood's *History of Jackson County*:

“THE BUILDING is of the Romaic-Gothic style of architecture. Its length from north to south is 215 feet, with two wings—one on each end—projecting to the front and rear—109 feet. There are: a basement story in height 14 feet, for the playrooms, furnaces, janitor's residence and recitations, containing 8 large apartments and 4 smaller ones,

of good size however. A first story embracing a large parlor or reception room, the height being 18 feet—a second story, 22 feet in the clear, containing the large Normal Hall, three fine study rooms, two class or library rooms, two rooms for the principal and one private room for a teacher—and finally a mansard story 19 feet in height, which is occupied as a large lecture hall, 100 feet by 61 in the clear, capable of seating 1200 persons—two large rooms for cabinets, or library, or art galleries—two also for the meetings or societies, and two smaller rooms for laboratories or dissecting rooms, or work shops. . . . The corridors within the building, extending its whole length north and south, with two cross-sections in the wings from east to west, are 14 feet wide, and are laid with alternate strips of light and dark wood, and their four easy and ample stairways and three wide doors, give convenient access to every part of the building, and impart to it an air of comfort and elegance. Externally, the edifice, being without spires or turrets, at first disappoints the eye, especially as for some unfathomable reason the good natural elevation of some ten or twelve feet was cut away, and the building set that distance below the surface of the ground.”

Elaborate plans were made for a full day program of dedication befitting the importance of the occasion. It was more than a dedication; it was the inauguration of Southern's first president who was to pilot the institution through its crucial formative years.

Invited speakers and guests included many notable leaders of the time: among others, Governor John L. Beveridge; State Superintendent Newton Bateman; President Charles H. Fowler of Northwestern University; Superintendent W. T. Harris of St. Louis City Schools; Hon. John H. Oberly of Cairo; and Bishop T. Bowman of St. Louis. Principal addresses were made by President Fowler, Dr. Edwards, and Dr. Allyn. Illness prevented the State Superintendent's being present for his official dedicatory address, and this duty was most ably performed by Dr. Edwards, substituting for Mr. Bateman. A letter of good wishes from Superintendent Bateman was read conveying the admonition “to keep this school close to its legitimate work and the expenses within the appropriations.”

As the effective spokesman for the Normal school mission in popular education, Dr. Edwards was eminently fitted, by reason of his guiding leadership of the state's first Normal, to define its purposes. At a time when higher education was generally regarded as the exclusive

privilege of a narrowly limited few—the rich and the well-born—and when expensive preparatory schools or special tutors were the sources from which the colleges drew their enrollments, an eloquent plea for the democratizing of education was very much in order.

Excerpts from Dr. Edwards' address are worth quoting for their bearing upon teacher training for a system of public schools:

“The Normal school is for the training of the teachers and some kind of instruction for every child, however poor, however uninfluential his parents may be. Now, this instruction may be, and often is very inferior in quality. The rich man, for his money, may subsidize talent, may command the most shining abilities, the most extended culture in the teacher of his children. But the poor man, who is absolutely dependent upon the public school has no alternative but to accept what the public supplies him, and is in danger of being compelled to subject his children to imperfect training, to the tutelage of stupidity and ignorance. But here (the Normal) undertakes to say that the teacher of the public school shall be well prepared, that the child of the poor man shall not only have instruction that is free but instruction that shall be as good as the wealthiest can buy.”

Dr. Allyn's inaugural address, following the brief formal induction by Governor Beveridge, stressed the challenge of the new opportunity for educational advance in Southern Illinois. It was a declaration of faith in the possibilities of the school for leadership, not only in the vastly needed improvement of the lower level of public education, but also in all the broader implications of cultural and spiritual development.

The inauguration of Dr. Allyn marked his entry, at the age of fifty-seven, upon the crowning work of his long and distinguished career in educational leadership. His eleven years' presidency of McKendree College had infused new life and promise in that pioneer institution of Illinois and had acquainted him thoroughly with the problems and conditions of Illinois education. He had a conspicuous part in meeting those problems as they concerned the improvement of the common schools.

Dr. Allyn brought an exceptional background of achievement to his new position of leadership in Southern Illinois. Graduated with high honors from Wesleyan University, Middletown, Connecticut, the “cradle of educational Methodism and mother of Methodist colleges and universities,” this friend, associate, and co-worker of Horace Mann had successfully headed Wilbraham Academy, Connecticut, and East Greenwich Academy in Rhode Island, had served two terms in the state legislature

of Rhode Island, and as state superintendent in that state. He was professor of Greek and Latin at Ohio University when he was next called to head the Wesleyan Academy at Cincinnati; then came his opportunity for service in Illinois as president of McKendree.

Dr. Allyn's fruitful experience of educational leadership had embraced five states, and his active participation in the National Education Association and National Council of Education gave him a wide personal acquaintance with the nation's leading educators.

The dedication and inauguration of July 1, 1874, again focused the attention of Southern Illinois upon the future of its Normal University. Great hopes were again revived; great expectations now awaited fulfillment. The hopes and expectations, however, were too narrowly limited to those of large faith. The earlier manifestation of enthusiasm for the new institution had greatly declined and its revival was now the problem confronting Dr. Allyn, his board of trustees, and faculty.



Carbondale As Seen From The Campus, 1878

YEARS OF ORGANIZATION

Immediately following the impressive dedication and inauguration, the registration of students and the organization of classes made July 2, 1874, a busy, historic first day of school for Southern Illinois Normal University. The fifty-three who registered for a four-weeks' summer Institute were mostly second-grade teachers seeking qualification for a first-grade certificate and expected to return to teaching positions in September. For this reason the short summer session could hardly be regarded as the regular opening of the new Normal, which was scheduled to begin September 6. Courses and lectures were offered to meet a specific need of the group enrolled and had little relation to the fixed curriculum then in process of formulation.

The Institute was popularized by evening lectures of general interest to which the public was invited. A significant beginning was thus made for a broadened cultural use of the spacious Normal Hall, which was to have in the years ahead an increasing importance in the development of the school's service to its area.

An enrollment of fifty-three students, only fifty-one of whom remained through the four-weeks' session, was disappointing both to the faculty and to the board, especially in view of the widely publicized early announcement issued by Dr. Allyn and the secretary of the board.

But a summer session was at that time a pioneering venture which had yet to develop and demonstrate its full possibilities. Moreover, the economic stress of the panic years of 1873 and after greatly diminished school enrollments.

A circular to county superintendents directed attention to the provisions of the Charter Act concerning admission to the Normal. Free tuition, except an incidental fee of two dollars per term, required that applicants for admission be appointed by the county superintendent on certificate of good moral character and on examination in reading, spelling, writing, arithmetic, geography, and elements of English grammar. A pledge to teach was also required as follows: "I hereby declare my intention to become a teacher in the schools of this State; and agree that, for three years after leaving the University, I will report in writing to the President thereof, in June and December of each year, where I have been and in what employment."

The response of county superintendents did not meet expectations. The long delay in the opening of the Normal was partly responsible for an apathetic attitude. Increasing emphasis was being given to county

institutes, and a type of local subscription school, called a summer normal, was becoming widespread. These so-called normal schools, organized and taught usually by two enterprising local teachers for a term of eight to ten weeks, undertook, by review courses and an offering of text book natural science and pedagogy, to qualify applicants for first-grade certificates. Sometimes they had as many as seventy-five or more students who paid tuition of six dollars and thus were profitable, at least to those who conducted them. For a half century such schools throughout southern Illinois constituted a popular competition to the Normal's summer sessions. The registration for the second summer session (1875) was only twenty-seven, and the enrollment of sessions thereafter for a number of years was never large.

On the first day of school at Southern two meetings of the faculty were held, and thereafter, during the four weeks of the summer Institute, it met two or three times a week. This frequency of faculty council was Dr. Allyn's method of carrying on the details of administration which was to prevail throughout his eighteen years as principal. The faculty minutes conceal his guiding hand and skill in shaping the future of the institution, and it was fully in keeping with his character that the modest title of "principal" was one of deliberate choice. He chose to be regarded as first among his equals rather than the dictator of policies and procedures.

Eight of the twelve members of the first faculty elected by the board participated in the summer session: Cyrus Thomas, Charles W. Jerome, Alden C. Hillman, Daniel B. Parkinson, James H. Brownlee, Granville F. Foster, and Martha Buck. This faculty, as they worked through the summer of 1874 under the leadership of Dr. Allyn in administrative planning and curriculum building, were the founders of Southern Illinois Normal. Strangers for the most part to each other, and with a diversity of backgrounds, they nevertheless achieved in high degree a unity of purpose. None of them had a predilection by previous training for the normal-school idea, but all of them had experience in public school teaching or administration. The scholastic background was not impressive as indicated by the earned degrees held; the honorary degrees, however, were based upon proved merit.

Three of the faculty had been presidents of colleges, and three of them, including Dr. Allyn, were clergymen. It was still quite common seventy-five years ago to draw upon the clergy for educational leadership. No particular significance attaches to the fact, but the Southern Normal in its birth was given a religious cast, by no means sectarian, which made it a genuine spiritual force in teacher training. Such was the profound spiritual influence of Dr. Allyn.

The most notable member of the first faculty, except Dr. Allyn, was Dr. Cyrus Thomas, who had already become widely known as explorer-

scientist and was soon to become a nationally recognized authority in his field of ethnology. Three years before the opening of the Normal he was elected to the faculty, while still serving as naturalist with the United States Geological Survey. Previously he had been admitted to the bar and practiced law in Murphysboro and succeeded his brother-in-law, John A. Logan, as county clerk of Jackson county, an office he held for three years. For a brief time he was principal of schools at DeSoto, Illinois, and then became a minister in the Lutheran Church. During his connection with the Southern Illinois Normal he served also as state entomologist, until his call in 1879 to the Smithsonian Institution Washington with the Bureau of Ethnology. Neither the law nor the ministry, not even teaching, could claim him long from his life passion for scientific research. His chief importance to the history of Southern was the establishment of a valuable museum which was long the special pride of the institution.

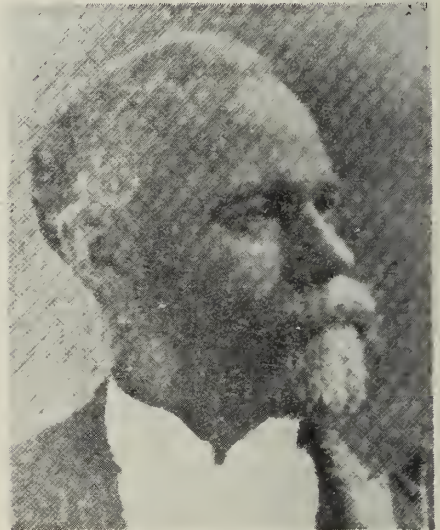
Charles W. Jerome, a native of New York, graduated from McKendree College in the class of 1852. He was engaged in public school work until he enlisted in the Union Army with the rank of first lieutenant, in 1862. After the war he became principal of Bedford Seminary at Shelbyville, Tennessee, from which position he came to the Normal as a member of the first faculty. In addition to a full schedule of teaching Greek and Latin courses, he served the institution as its first registrar and business manager for seventeen years. This exacting administrative responsibility continued to be a one-man assignment for fifty years or more, the successors of Professor Jerome acting also in the capacity of vice-president.

Granville F. Foster came to Illinois in 1865 from New Brunswick where he had received his education and had taught four years. He held public school positions in Illinois at Sterling, at Brighton, and at DuQuoin before joining the faculty at Southern as teacher of history and geography. He was the Normal's first librarian and continued his connection with the school nine years.

James H. Brownlee, a graduate of McKendree College in 1870, was the popular teacher of reading and elocution at Southern, when oratorical training and Delsarte received considerable emphasis. Calisthenics and vocal music were also assigned to this versatile teacher. Professor Brownlee's popularity as a public speaker, entertainer, and public relations man was enhanced by the fact that he was a young veteran of the Civil War and active in the G. A. R. He left the Normal to take a position at the University of Illinois in 1886 but returned to the Normal faculty five years later and continued this connection until 1899 when he became a member of the first faculty of the Eastern Illinois State Normal.



MARTHA BUCK



JAMES H. BROWNLEE

Alden C. Hillman came to the first faculty from the presidency of Illinois Agricultural College at Irvington, which he served from 1871 to 1874. He was a native of New York State where he was educated and began his teaching career. He acquired an intimate knowledge of Southern Illinois public school conditions from his several years' teaching within the area and from his county superintendency of Washington County. Mr. Hillman's position on the Normal faculty was the principalship of the Preparatory department, which he held for nine years.

Miss Martha Buck had the distinction not only of being the first woman on the faculty of Southern but also of having the longest tenure of service. Nearly a half century of devotion to the institution as effective teacher and wise counsellor made her life career inseparable from the history of the school. She had her important place on the staff as teacher of grammar and etymology, but that only indicates in part her service to Southern. Miss Buck was born in Cambridge, England, was brought to America in infancy, and received her common school training at Custer Park, Illinois. After her graduation from Bryant-Stratton Business College in Chicago she taught six years in public schools and then returned to Bryant-Stratton as a teacher of English. From this position she joined the Normal faculty to play her very considerable part in shaping the destiny of the new institution.

Daniel B. Parkinson was a native son of Southern Illinois and received his early training in the primitive country schools of his time. His graduation with honors from McKendree in 1868 was the beginning

of a distinguished career of educational leadership in Illinois, as will appear in the unfolding story of Southern. He might be regarded as a protegee of Dr. Allyn, by reason of the close relationship of mutual respect and confidence, a relationship of mentor and guide to devoted disciple, which lasted until Dr. Allyn's death. Dr. Parkinson came to the Normal as head of the department of Chemistry and Physics from a teaching position in Jennings Seminary at Aurora, Illinois, after a brief period of public school teaching and a year of graduate study at Northwestern University. He was secretary of the faculty until 1892 when he was made registrar and vice-regent and became president of the institution in 1897.

These seven associates of Dr. Allyn during the summer of 1874 devoted themselves, under his leadership, to the formulation of a curriculum for the new Normal. Four other members originally elected by the board declined or delayed their acceptance. Miss Julia Mason, who was to have charge of the new Model School, did not join the faculty until the opening of the school term, September 6. Enoch A. Gastman, superintendent of the city schools at Decatur, had been elected to head the department of mathematics but after a year's delay declined to accept. His place was filled by the election of his classmate at the Old Normal, Professor John Hull, who came from the superintendency of McLean County schools at the beginning of the second year. The department of vocal music, originally offered to Miss Kate Henry at a yearly salary of \$400, was reassigned, as already stated, to Professor Brownlee. The position of writing and drawing teacher went unfilled after Mrs. E. A. Jerome declined to accept. At the September board meeting salary adjustments were made by increasing to \$1800 the salaries of Jerome and Thomas and that offered Gastman.

The problem confronting the curriculum planners was primarily one of devising a program of studies to give basic preparation in the common branches to meet the low standard of admission; and then of building a super-structure of teacher training, both liberal and professional. Three divisions were established: a Model School, a Preparatory School, and the Normal. The Model elementary school was fundamental to teacher training in providing the means of student observation and practice in the art of teaching. The Preparatory School supplied the deficiency in high school preparation and was the basis for Normal school courses. The Normal proper offered a choice of either English or classical courses, but both required the theory and practice of teaching of all who were admitted on the pledge to teach. The proposal of the faculty to make the Preparatory School a separate unit as a high school was not approved by the board, which directed that its courses be not distinguished from Normal courses. It was intended to meet all requirements of first-grade certification but granted no diplomas as such.

The purposes of the Normal which justified its creation were defined in the Charter Act of 1869 and were identical with those of the similar act which established the "Old" Normal. Section 2 of the Act is as follows:

"The objects of the said Southern Illinois Normal University shall be to qualify teachers for the common schools of this state by imparting instruction in the art of teaching in all branches of study which pertain to a common school education, in the elements of the natural sciences, including agricultural chemistry, animal and vegetable physiology, in the fundamental laws of the United States, and of the state of Illinois, in regard to the rights and duties of citizens, and such other studies as the board of education may, from time to time, prescribe."

A wide latitude of curriculum building was thus permissible within this definition of objects. But the creation of anything more than a Normal school was probably not contemplated. It is of especial interest to note, however, that the board early in the first year of the school authorized the establishment of a law department. Judge Andrew D. Duff, prominent leader at the bar of Southern Illinois, was elected professor of law, "if in the opinion of Judge Duff this department is in accordance with the law." Judge Duff found it legal, presumably on the broad interpretation of the statutory phrase, "such other studies as the board of education may, from time to time, prescribe."

A room was set apart for a law department, to begin December 1, 1875, with the provision that this department would have no connection with the Normal other than the personal one of Judge Duff as a member of the faculty, and that his salary would be contingent upon fees paid by students of law. No students appearing, the law school did not materialize, and Southern Illinois Normal University missed an important first step toward fulfillment of its pretentious title "University."

The first regular term opened September 6, 1874, with an enrollment of 143, which was increased to 396 by the end of the school year. The third year Normal enrolled eleven; the second year 22; and the first year 99, a total of 132 in the Normal proper. All others were elementary Model school and Preparatory school pupils. Two colored students were among those who were welcomed at the opening of this Southern Normal. The law prohibited segregation in state-supported institutions; but even without this protection it is improbable that they would have been denied admission, although the area was strongly segregationist.

The meagerness of preparation of the first students admitted to the Normal department and for some time to come was the great handicap to maintaining a high level of performance. Most were admitted on

the eighth-grade preparation, as certified by county superintendents, and some by entrance examination. A few, however, were qualified for college classes as indicated by the fall term schedule of classes:

Allyn taught Logic, English Literature, Pedagogics.

Thomas had classes in Arithmetic, Zoology, Geography, Analytic Geometry.

Jerome: Caesar, Virgil, Beginning Latin.

Parkinson: D Arithmetic, two classes in Elementary Algebra, Natural Philosophy.

Brownlee: Four classes in Reading.

Foster: A Algebra, U. S. History, Physical Geography, Geometry.

Buck: C Arithmetic, and two classes in English Grammar.

Hillman: B Arithmetic, B Algebra, A Grammar.

Miss Mason taught the Primary or Model School and supervised student teaching.

General exercises of twenty minutes were provided for Spelling, Writing, Drawing, Calisthenics, and Singing.

Little of departmental specialization is indicated by this program, but it was a beginning which had to take account of the conditions then prevailing.

TRAINING TEACHERS

The first-term schedule of classes indicated the faculty's awareness of the basic need of preparatory training to meet the serious scholastic deficiency of most of those who entered. The minimum age for admission was sixteen for girls and seventeen for boys, but most of those who entered were older. They were admitted on examination in the common branches by their county superintendent or by the faculty. Eighth-grade preparation—and rather inadequate at that—continued to be sufficient for admission to the Southern Normal for the next fifty years of its history. During the earlier period, high schools were few and only slowly coming into being throughout Southern Illinois. Since most of these were two-year schools, it was necessary that Southern be both Preparatory School and Normal.

Preparatory courses supplied the need for training on the secondary level and also met the deficiencies in elementary school subjects. Four classes in arithmetic, graded as A, B, C, and D, were taught by four members of the faculty; three grades of English grammar were also offered. geography, United States history, and reading were on the same level. These elementary school subjects were not intended exclusively to meet deficiencies, — all too common, — but served the additional purpose of imparting the best teaching techniques, a purpose which ensured their continuance as long as the institution remained a Normal School.

As already noted, the board of trustees did not approve the organization of a high-school as distinct from the Normal; the high-school subjects were therefore long continued as a part of the Normal curriculum. The more advanced courses on a college level, Greek, Latin, German, French, Logic, Ethics, Higher Mathematics, Geology, had a relatively small enrollment during the first years of the school, rarely more than eight or ten. A catalogue notation stated that the Preparatory courses (three years) "thoroughly finished is sufficient to command a First-Grade Certificate. To any student who completes it in the University, we will give a written statement of this fact; but it must be understood this will have no force or value as a legal qualification for the office of teacher."

Entrance examination, whether by county superintendents or by faculty, seems not to have screened out the unprepared. However, after the third year, admission was put upon a more rigidly selective basis and many were turned away. Defective English, oral and written, poor spelling and grammar, were especially noted by Dr. Allyn in his first reports to the board of trustees and State Superintendent. His third annual re-

port (1876-'77) dwelt at some length upon these deficiencies as well as upon the general low standard of attainment required by the public for teachers in the common schools. By test of students, the spelling of a hundred words in the most common use showed an average percentage of error of 40; one extreme case, 62; and one—a second-grade teacher—as high as 54. General exercises in spelling, therefore, became a requirement of the curriculum, and a rule prescribed that the student who misspelled five words during a week should drop one course.

Dr. Allyn followed his drastic indictment of this meager scholastic preparation of students entering the Normal with something of apology: "We trust we shall not be understood as insinuating that the people of Southern Illinois are worse educated or that their schools are inferior to any other section of the whole country. We have seen the evils here named in New England, in New York, and Ohio, in no less glaring prominence than here." He also made the significant comment: "It may be proper that we (the Normal) should show how spelling should be taught—and that practically. But it is not profitable for the State that we should be compelled to do so much elementary work. Yet far less profitable it would be if we should leave this elementary work undone."

The earnest plea embodied in Dr. Allyn's reports was for better elementary schools and better elementary teaching throughout the area served by the Normal. This desired end could be achieved only slowly, as the Normal more widely extended its influence in producing an enlightened public opinion, and in sending out well prepared teachers to serve the area. Training in the science and art of teaching, the primary function of the Normal, was forced to wait upon a greatly improved basic preparation.

A progress report for the first biennium of the Southern Normal (1874-'76) is included in the State Superintendent's Eleventh Biennial Report, and served as the basis for the board's budget request. It gave a detailed accounting of receipts from all sources totalling \$45,122 and expenditures for the first two years, amounting to \$45,426. The modest budget request for the new biennium (1876-'78) was \$18,650 annual allotment for operating expense and \$2,500 for improvements. This meant scaling down of all salaries and wages, the principal's being reduced to \$3,500 and the others proportionally. An obvious inconsistency with the strong argument in justification of the Normal as an institution for professionalizing education seems not to have occurred to the board of trustees.

The report gives a total attendance of 667 during the period of two and one quarter years (July 1874-Oct. 1876), including the primary department and the summer sessions. These were classified according to occupational sources: farmers, 343; merchants, 89; physicians, 58; ministers, 24; lawyers, 18; teachers, 18; clerks, 12; millers, 17; carpenters, 21;

traders, 9; laborers, 8; agents, 4; hotel keepers, 4; livery stable keepers, 4; fruit growers, 6; mechanics, 7; contractors, 2; blacksmiths, 2; shoemakers, 4; painters, 3; telegraphers, 3; manufacturers, 2; cabinet makers, 3; miners, 4; editors, 3; jewelers, 3; druggists, 4; mason, 1; surveyor, 1; upholsterer, 1. "If to the number of children of farmers," comments Dr. Allyn, "there is added the sum of those from families of laboring men, as distinguished from professional, it will be seen how largely the University is patronized by those who are found in the productive employments. These latter derive, as they should, both in consideration of their numbers and worth, by far the larger share of the benefits of our school."

Further analysis of the report shows that 263, or approximately forty percent of the total, had secured teaching positions; thus the Normal was fulfilling its obligation to the state. It is significant, however, that 169, or more than twenty-five percent, had paid the tuition fees rather than sign the pledge to teach. The ambitious young men and women who came from farm homes and country schools, as well as those from other backgrounds, were not headed toward careers in teaching. Those who had taken it faithfully kept their pledge, which required that they teach for a length of time equivalent to the time spent at the Normal. But teaching was, for most of them, a stepping stone to more attractive careers. No amount of skilled instruction or inspired professional indoctrination could draw them into teaching as a life work under conditions then prevailing.

The Normal-trained applicant competed, in many instances, with bidders at twenty-five or thirty dollars a month. It was the responsibility of the average school director to save the "deestrick" money and to get the cheapest teacher, not necessarily the best. Home folks were usually preferred, those who supplemented their incomes from other sources by teaching a few months a year. Some principalships, however, paid fifty to sixty dollars a month for longer terms; but these openings for trained teachers were rare when experience in the public mind weighed more than training. A few life devotees in the high calling of teaching went farther afield to greener pastures; some, with more missionary zeal than hope of substantial reward, extended the Normal's influence within its area.

The graduates of the Normal (241 during the first twenty years) followed other careers and became leaders in law, medicine, dentistry, the ministry, politics, government service, journalism, farming, business, homemaking. Only twenty of this 241 made teaching a life work. Two of the first graduating class of 1876, in their subsequent careers, set the example of what their school hoped to accomplish. Beverly C. Caldwell attained distinction as Field Superintendent of the Jeans Foundation and Slater Fund in Louisiana, and later as president of the State Normal, Natchitoches, Louisiana; Miss Mary Wright gave a life of faithful service

as a grade-teacher in her home community at Cobden, Illinois, and was at one time on the staff at Southern. No other graduates for the next six years were teachers for more than brief periods.

To win recognition of teaching as a profession comparable with other learned professions entailed the slow and exceedingly difficult process of transforming the public attitude. Without this recognition the Normal could hope to perform only partially and imperfectly its legitimate function as a state institution. Better pay of teachers and security of tenure were essential, but most obvious among needs of the time was a certificating law which would insure competent teachers. Such a law had to wait for a long time upon supply, else a majority of schools would have gone untaught or unkept. The two Normal Schools in Illinois were not greatly increasing the supply, and this, through no fault of the institutions.

A serious lack was the full cooperation of the office of county superintendent as a recruiting as well as a placement agency of the Normal. But this political office more often followed than led the popular thinking. When ultimately a better working relationship with county superintendents was brought about, the Normal began to come into its own. The activity of the faculty as instructors in county teachers' institutes helped greatly to improve conditions. The strongest ally of the Normal was the Southern Illinois Teachers Association which had done so much to bring it into being; but the membership of the Association was small and comprised only the more active educational leaders of the area, including the faculty of the Normal.

The Primary department offered instruction to children in the elementary grades and was maintained by the Normal as the Model School in its teacher-training program. Observation and practice, or student teaching, was an essential requirement in the Normal school curriculum. Theory in the science and art of teaching was followed by its practical application. Dr. Allyn's comment in justification of the requirement is pertinent: "This seems to us a most important element in their (the teachers') professional education analogous, and equal in value to the clinical lectures of the medical schools, or of the moot courts of the law schools."

No department or division of the University has had a more significant evolution over a period of seventy-five years than this experiment station or proving ground of teacher-training. From precarious beginnings through many vicissitudes it has been variously referred to as the Model School, the Practice School, the Training School, the Laboratory School, and is now the University School, the last word in what a model system of elementary and secondary education should be, from kindergarten through the high-school. At the close of this (1950) Diamond Jubilee

year of Southern, the Training School will occupy its own modern physical plant, the first unit of a rapidly expanding new university.

The real purpose of the Model School was not well understood by the board which authorized its establishment somewhat as an afterthought; even less was it understood by the public which patronized it. Miss Julia F. Mason, trained in the finest tradition of the highly successful Model School of the "Old" Normal, was brought to Southern as principal of its Model School. As a professional expert Miss Mason carried on alone the graded elementary school at a salary of \$600 a year, (the janitor of the Normal was paid \$750), but the popular appeal of the department won for her a raise to \$800 the second year. An enrollment of 61 children from the best homes of Carbondale is evidence that the department was popularly considered as a more or less exclusive school under the ideal conditions both of teaching and of equipment. The attendance dropped to seventeen pupils at the beginning of the third year, as a result of the tuition charge of four dollars per term, the remoteness of the Normal from the residential area, and the greatly improved facilities of the Carbondale City Schools. Miss Mason resigned her principalship and became homemaker for Professor D. B. Parkinson. This professional casualty, fully in keeping with the trend of the times, was in this instance not an entire loss to the school; Mrs. Parkinson was a continuing potent influence until her death in 1879.

With Miss Mason's resignation the Model School was discontinued until 1882, when it was re-established with greatly improved status under Professor Hull as superintendent of teacher-training, an assignment additional to his duties as professor of higher mathematics. During the five-year period of discontinuance of the Model School, teacher training had been provided by Professor Hull's course in Practical Pedagogics with lectures, extensive required reading of current pedagogical treatises, and critical observation of the Normal's classroom techniques. It is a natural inference that the latter requirement did little to popularize the course with Professor Hull's associates. With almost mathematical precision and most exacting standards, students were shown how to be effective teachers by the example of their instructors in every class recitation. Practical Pedagogics was a requirement of all first-year Normal students and was followed in the senior year by Dr. Allyn's lectures in Theoretical Pedagogics, a three-term course covering the whole range of educational theory.

The formal recitation (not lecture) was given its full pedagogical significance. Imparting instruction and stimulating thought in the process placed particular emphasis upon the *how*. The five formal steps, according to Herbartian principles: 1. preparation, 2. presentation, 3. **comparison** and abstraction, 4. generalization, and 5. application, tended greatly to formalization and exaggeration. In the overstressing of methodology a distinctive method was envolved for each subject-matter field.

Professor Hull brought to the teacher-training program a strong background of training in the Normal-school philosophy of education and a valuable experience as a public school administrator. Graduated from the "Old" Normal in the class of 1860, he had reorganized his home school system at Salem, Illinois, had been a member of the faculty at "Old" Normal, superintendent of Bloomington city schools and county superintendent of McLean County—then reputed to be the most progressive county in the state. During these years Professor Hull had been active in the councils of the State Teachers Association, had served as its president, and was the founder and editor of the **Illinois School Master**.

The re-establishment of the Model School under Hull's superintendency gave it a permanent status as an essential department of the Normal school. As pupil teachers increased in numbers, the enrollment of children of the community also increased, and the fees collected made expansion possible. Miss Mary A. Sowers of the class of '81 was employed as Professor Hull's assistant. As supervisor of practice teaching, she became the institution's first critic teacher. She was succeeded two years later by Miss Alice Krysher of the class of '82, and it became the settled policy to employ assistants as critic teachers.

By 1890 the training school had expanded to include a principal of the primary grades and a principal of intermediate and high school, both assistants to the superintendent. This involved re-organization of the earlier Preparatory School and the establishment of the high-school as distinct from the Normal department. Miss Ann C. Anderson was the first principal of the primary grades; her successor, Miss Theda Gilde-meister, was given an assistant, Miss Irene Ferguson, in 1893. George W. Smith, who later became head of a newly formed history department, for seven years was principal of the intermediate and high-school grades. Assistants were added to these grades in further expansion of the training school under the successors of Professor Hull.

When Hull became president of the Normal in 1892, W. F. Rocheleau, professor of pedagogy and school law, was made superintendent of the training school. He was followed in 1894 by James Kirk, who came to the Normal from the position of assistant state superintendent. Kirk, like Rocheleau, was professor of pedagogy and school law and later became head of the mathematics department.

Not until near the end of the Normal-school period was a full time superintendent of the training school employed and a principle of specialization followed in the election of critic teachers. This became the settled policy when the training school first occupied its own building, the present Allyn Training School, in 1909. A new and significant development now began to take shape; a teachers college was emerging.

CURRICULUM DEVELOPMENT

During the first two years the curriculum of the Southern Normal had assumed a pattern which was, in all essential aspects, to remain fixed for twenty years or more. This was the early Normal period in western normal school history. At the Centennial Exposition, Philadelphia, 1876, the new Normal at Carbondale entered a modest exhibit (principally bound volumes of student exercises) which gave the institution a recognized standing among the nation's Normal schools. It had an enrollment in the Normal department of 325 students, and a faculty of eleven members who carried numerous and varied assignments.

The range of subject-matter of courses required for graduation was comprehensive, covering everything which a teacher might conceivably need to know. To quote the first catalog (1874-'75), "every branch prescribed to be taught in the common and high-schools of our State is carefully studied, from the alphabet to the highest range of philosophy."

The low admission requirements made it necessary that subjects offered in the Preparatory School be taken in course or passed by thorough examination, thus adding three years' preparatory to the regular four-year Normal curriculum. Hence the wide scope of subject-matter from arithmetic to calculus, from English orthography to ethics and criticism, from elementary English grammar to the Memorabilia of Socrates.

The Normal School offered two courses of study, a Classical and an English course, either of which qualified for graduation. They differed principally in the provision that three years of Latin and two years of Greek, or a modern language—French or German—were added to the English requirement, and students electing the English course might substitute more of science in lieu of foreign language. A diploma from the Classical course listed subjects credited for graduation as follows: Spelling, Writing, Reading, Drawing, Vocal Music, Elocution and Phonics, English Grammar and Analysis, English Literature, Arithmetic, Astronomy, Bookkeeping, Geography, Physical Geography, History of the United States, Ancient and Medieval History, Physiology, Latin 3 years, Greek 2 years, Algebra, Geometry, Analytical Geometry, Botany, Zoology, Geology, Logic, Natural Philosophy, Chemistry, Rhetoric, Constitution of the United States, School Law of Illinois, Mental and Moral Philosophy, Criticism, Pedagogics and Methodology. This list is quoted from the diploma of Dr. Delia Caldwell (1878) as illustrative not only of the scope of subjects but of the enumeration of these subjects in a Normal diploma of that time.

The classification of the curriculum into ten departmental divisions was an arbitrary division of labor for an overworked faculty rather than a unity of subject-matter fields. A department of Bookkeeping and English Grammar certainly presents the extreme instance of unrelated subject matter; and a department of Geography and Physiology could hardly be called such in the present-day meaning of the term. Here, in these formative years as elsewhere among contemporary Normal Schools, were the beginnings out of which a highly departmentalized system was to evolve, as the staff increased in numbers and changing aims and new points of emphasis resulted from new demands.

The inclusion of bookkeeping as a one-term offering in the curriculum was not exceptional; many Normal Schools of the period provided such a course. Its justification in the teacher-training program was probably not the preparation of prospective teachers of the subject when there was no demand for such teachers in the common schools or high schools. It may well have had practical and vocational implications as a means of making teachers more serviceable to communities where business required such service, thus enabling a teacher to supplement his income outside the schoolroom.

In most Normal Schools, bookkeeping was part of the mathematics curriculum, following arithmetic and algebra, and was presumed to have much the same disciplinary value as higher mathematics in general education. At the Southern Illinois Normal it was somewhat of a curricular orphan, being assigned at various times to the teacher of grammar, the teacher of penmanship, the teacher of physical training, and finally to the mathematics department. Miss Buck, graduate of Bryant-Stratton Business College, to whom bookkeeping was first assigned might have won for herself quite as noteworthy reputation in a department of commercial subjects as she did, in fact, in the teaching of grammar and the writing of grammar texts.

When bookkeeping found its place in the mathematics department in 1901, William Troy Felts ('94), at that time assistant and afterward head of the department, gave the subject its teacher-training emphasis. A decade later a department of Bookkeeping and Commerce was created with Richard V. Black as its head. Out of these beginnings an elaborate program of business training was developed, leading toward the University School of Commerce or Business Administration of the future.

Much the same evolutionary progress was made in art and music as in commercial subjects. Beginning as freehand drawing, assigned to the teacher of penmanship in the earlier curriculum, a separate department was created in 1894 when Miss Matilda Salter, who had previously taught drawing in its former connection with penmanship, began the development of a department of Fine Arts.

Music likewise was at first a required exercise in vocal music, with no specialized instruction. Professors Brownlee, Inglis, Smith, and Black at various times assumed the duty of conducting the exercise in addition to their regular departmental assignments. Instrumental music was added in 1897 with Mary M. McNeill as instructor. Music became a separate department in 1902 when Leota Keesee became its first director. Recent developments within the departments of art and music exceed the most expansive vision of the Normal of fifty years ago. They are now (1949) departments which approach the status of separate schools within the new University; music already confers its own recognized degree.

A distinct variant in the Normal School curriculum was introduced at Southern in 1878 when a military department was authorized by the board. This was not a land-grant requirement, the school having received no Federal grants, but was a voluntary innovation of the board under permissive act of Congress, which provided military equipment for schools which sought it and met the conditions of the grant.

Brevet Captain Thomas J. Spencer, U. S. A., appeared before the board, by invitation at its meeting, June 1878, to discuss the feasibility of military training as a department of the Normal. His formal report to the board was highly favorable. He found "the University eminently fitted for the successful carrying out" of the proposed project and especially commented on the suitability of the large hall on the fourth floor for armory purposes, and also the use of the spacious first-floor corridors for the housing of the field artillery. The board accordingly voted to establish a department of military instruction and practice and to ask the War Department to detail Captain Spencer to be in charge as commandant.

The armament supplied by the War Department consisted of 200 breach-loading cadet rifles, 100 sabres, two pieces of artillery and caissons, and an outfit for field signaling. To this was added an annual supply of 100 artillery and 1,000 infantry blank cartridges. Despite the implications of Captain Spencer's report, referred to above, concerning the building's armory facilities, it does not appear that the equipment was allowed to interfere with the normal functions of the school. Requests were made from time to time by the instructor for adequate shelter. A report of Lieutenant H. T. Reed to the board urged an appropriation of \$50,000 for the department (1881) to make it comparable with that of the University of Illinois.

Commissioned officers of the regular army, graduates of West Point, were detailed by the War Department as commandants and instructors, each serving three years. Brevet Captain Thomas J. Spencer was replaced by First Lieutenant Hugh T. Reed in 1880; and he by Second Lieutenant Charles G. Starr in 1883. The last commandant was Second Lieutenant



DOUGLAS CORPS CADETS

James Franklin Bell (1886-'89) who later saw distinguished service in the Philippines and, as Major General Bell, was appointed U. S. A. Chief-of-Staff by President Theodore Roosevelt.

Lieutenant Reed organized the cadets into a battalion of four companies called the Douglas Corps Cadets, in honor of Stephen A. Douglas. An inexpensive uniform of cadet gray was prescribed, but not all provided themselves with it. A forty-five minute period of each school day was devoted to military exercise, including drill and instruction. The instruction embraced the schools of the soldier, company and battalion, infantry skirmish, manual of piece in artillery, Upton's tactics, practice in signalling, court-martial, and lectures on the art of war.

The student reaction to this military setup was good, although it is doubtful that it contributed appreciably to martial spirit. Participation was entirely voluntary and no pleas of commandants that it be made compulsory for men and credit allowed toward graduation, were heeded. That it had something of the appeal of glamour is indicated in the reminiscence of one of the students, Mr. Fred Richart of Carterville, Illinois, who said in his *Getting an Education* :

"The decision had been made. I was to enter the Normal, was to be a member of Douglas Corps Cadets under Lieutenant Starr and was to be the proud wearer of a cadet grey military uniform all decked out in brass buttons. So, father, mother, and I took a day off, drove to Carbondale and dick-

ered with Mr. Reynor, tailor and owner of the little woolen mill, for the uniform. The folks decided we could afford the highest priced suit, made of cloth finished with a shiny silken nap. Sixteen dollars. I looked swell in it. It wore like iron. It was nice and warm in winter. Drilling out in the afternoon sun those hot September days, with coat and vest buttoned up tight, raised a harvest-field sweat."

The harmonious relationship of the military and academic departments seems not to have been all that could have been desired. At a meeting of the board during commencement week, 1882, action was taken to the effect, "that the regulations and direction of the military department be under the control of Dr. Robert Allyn, in connection with Lieut. Hugh T. Reed, instructor in the science of military tactics, and that no interference on the part of any teacher be permitted." What the implied faculty interference or its causes may have been does not appear in the record.

The justification of military training as a part of the curriculum was stated in the Normal catalogs (1878-1880):

"Aside from fitting students to serve society as leaders when war demands their services, the military drills will be healthful recreation from mental labor, the knowledge acquired will be of great value if only as general information, and the discipline learned of incalculable benefit applied to any profession or calling after their school days are over. This course of military instructions can be imparted without at all interfering with other studies."

As already noted, no graduation credit was given for the military instruction, but all male students were expected to take it unless specifically excused. The Governor of Illinois gave it recognition by conferring the rank of Captain in the Illinois National Guard on the four cadets graded highest in the corps.

The withdrawal of Lieutenant Bell at the end of his three-year assignment, in 1889, terminated the War Department's support of the program at Southern. George V. Buchanan, '84, who had been added to the faculty as a teacher of mathematics, carried on the work as an addition to his regular teaching for a year. Military training was then (1890) superceded by physical culture, and for a brief time an extra duty was given to Professor Samuel M. Inglis, the accommodating and good-natured head of the English department.

Professor Inglis' important connection with Southern is a striking illustration of the varied assignments given to members of the faculty.

At the time he joined the faculty as a teacher of arithmetic and algebra, in 1883, he was a member of the board of trustees. He taught vocal music and calisthenics and took over the work of Professor Brownlee two years later when Brownlee went to the University of Illinois. Inglis may be called the creator of the department of English by his bringing literature and rhetoric into a unity with reading and elocution. He left Southern to assume the office of State Superintendent of Public Instruction of Illinois in 1895 and, at the time of his death in 1899, was the president-elect of the new State Normal at Charleston.

Military training in the schools became a nation-wide controversial issue in 1894 when the Secretary of War, Daniel S. Lamont, recommended not only its extension in colleges but its introduction in the larger city high schools. At the time 79 institutions were participants in a military training program. *Mind and Body*, a physical training periodical published under the auspices of the North American Gymnastic Union, gave wide circulation to a reprint of its article entitled "A Symposium upon Militarism and Its Place in the Public School System." The introductory analysis of this symposium was written by Hans Ballin, physical training director of the Southern Illinois Normal.

A strong case was made against what was called militarism in the schools. Two questions to which prominent educators throughout the nation were asked to reply were —

1. Do you believe that military drills are consistent with pedagogy?
2. Would you prefer training under a graded system of gymnastics to military drills?

As might have been expected there was by no means a unanimity of opinion, replies varying from the non-committal to positive disapproval. Replies from presidents Eliot of Harvard, David Starr Jordan of Leland Stanford, E. Benjamin Andrews of Brown University, G. Stanley Hall of Clark University (to cite only a few among many) gave affirmative answers to the first question but endorsed a system of graded gymnastics. The majority opinion was most positively expressed by Charles De Garmo of Swarthmore who said, "I believe they (military drills) are inconsistent with civilization which no longer needs in this country to cultivate the warlike spirit." Of the same general tenor, but not so emphatic, was the opinion of Dr. Harvey William Everest, president of Southern.

The chief significance of military training as a part of the curriculum is to be found in its relation to the program of physical training. It marked a transition from the inadequate exercises in calisthenics to a new department of physical training. Professor J. M. Pierce, who came to Southern as instructor in German, directed physical training for two

years and was succeeded by Hans Ballin (1894). During this period, first Miss Mary Robarts '85, and then, Miss Mary Caldwell, directed the physical culture for women.

In the meantime a gymnasium was provided by use of the temporary building which had housed the school in the interim between the fire of 1883 and the completion of a new main building. When the second building on Southern's campus, now known as Old Science, was occupied in 1896, the gymnasium was given more commodious and better equipped quarters, which were to continue in use for the next thirty years. Physical training as a well-organized department was then given a firm footing and made great progress in the years immediately following.

Another innovation introduced by the board of trustees at the same time it authorized military training was embodied in the significant action (June 12, 1879), "Resolved, That we establish on Sunday afternoons a Normal Lecture on Morals and Virtue to be under the direction of the Principal and Faculty." The Normal catalogues thereafter for two issues carried the announcement of this Sunday afternoon course of lectures which students were "expected to attend as a part of the regular instruction of the University."

Did this mean the introduction of a course of religious instruction as a part of the curriculum? It is interesting but idle to speculate upon what may have prompted this action by a deeply religious-minded board. A course of lectures on Morals and Virtue had all the implications of religious instruction and for this reason was a challenging innovation in a public educational institution, however broad, liberal, and non-sectarian such a course might be. The lectures were discontinued after two years' trial, probably as a result of the burden on a faculty which gave unstintingly to the support of the local churches, and also of the manifest unpopularity of the lectures with students as indicated by disciplinary cases arising out of disturbances. Laughter and groaning, not quite in keeping with the serious purposes of the Sunday afternoon lectures, called for explanation and apologies from the thoughtless offenders and stern rebuke from the faculty.

Other means less potentially controversial were found to promote the Christian, non-sectarian, religious culture of students. Daily chapel, at which roll was taken of students, was a devotional period of scripture reading, appropriate hymns, prayer, and faculty talks. The Young Men's and Young Women's Christian Associations were first mentioned in the catalogue of 1886 as student-service organizations especially helpful to new students coming to Southern. They had an earlier origin under the sponsorship of Professor Parkinson, Miss Buck, and other members of the faculty. Although less active in recent years than formerly, the "Y"

continues to promote non-sectarian religious activities on the campus and exerts a wholesome Christian influence on student life. It is now merged with the Student Christian Foundation, an off-campus inter-denominational organization, which has, among its major purposes, the promotion of Religious Emphasis Week on the Campus. The Baptist Foundation and other well organized denominational groups of students also contribute greatly to the spiritual interests of the campus.

IMPROVING FACILITIES

James A. Garfield is quoted as having said: "I had rather have a log cabin for a school house and a puncheon for a seat, with a live and educated man like Dr. Hopkins at one end of it for a teacher, than have a fine palace for a school house and have a dunce for an instructor." This version of a famous quotation is given on the authority of Dr. Allyn who used it to emphasize the role of the competent teacher. The popular concept of education, "Mark Hopkins on one end of a log and Jim Garfield on the other" gives too little consideration to the log. Unquestionably important as a stimulating teacher and an avid pupil may be to the progress of education, the best facilities are also a necessary factor.

The seventy-five years in retrospect of Southern is a record of progress from a twenty-acre campus to more than 500 acres; from one building to eleven major buildings and thirty-six temporary structures, all utilized to capacity. These are the more obvious signs of progress; but *facilities* is a comprehensive term. Libraries, laboratories, museums, industrial-training shops, instructional apparatus, physical-culture equipment and playing fields, biological and recreational areas, research and extension centers, bands, orchestra and choruses, theatre, transportation, studios, visual aids, student housing and feeding, health facilities, alumni and placement services, publications offices, and widely extended public-relations program have taxed the institution's physical resources to the limit.

All this has entailed continuous struggle throughout the seventy-five years of progress. It has been a strenuous fight — by no means peculiar to this state institution — to get money for the essentials, a struggle which has enlisted the aid of a host of influential friends of Southern. Most of these friends are unnamed in the record; many of them deserve a personal tribute which the limits of a brief sketch will not permit.

The state legislature of Illinois was rarely generous in its support of the two Normals, because of indifference rather than outright hostility. Both the "Old" Normal and Southern had to work against odds to win a proper recognition. Dr. Allyn in all his reports gave emphasis to the important service of the Normal and its need of support. He made it the subject of his commencement address, which was published in the school catalogue of 1878. That the cost per student to the state—less than fifty dollars a year—was negligible in comparison with the vast improvement of teaching was the burden of his argument.

Improvement of the campus to give proper setting for its mag-

nificent building received first attention from the board after the opening of the school. The treeless field required grading and fencing; walks must be provided and streets leading to the residential area opened up. Out of a meager budget, enough was allotted for those purposes. The pond—much larger then than now—which was first used in construction of the building was called Lake Ridgway in doubtful honor of the first president of the board of trustees. Aside from its occasional use by sketching or nature study classes and also as a ducking pool in clashes between embattled groups or classes of students, until quite recently it has been left in a state of neglect.

The planting of trees and shrubs was undertaken by students and faculty. A day set apart for this work was a festive occasion and became a memorable date in the school's calendar. Picnic lunch was prepared in the first floor main corridor by the young ladies, while the men searched the woods for every variety of tree for decorating the campus. This arbor day at Southern preceded by many years the statewide observance of such a day and set a fine example of how a campus may be permanently beautified by enlisting the loyalty and enthusiasm of students.

The museum established by Dr. Thomas was the special pride of the Normal and was reputed to be the best in Illinois. It occupied a large room well situated in the mansard story of the building, with good lighting and the best equipment. Valuable collections of minerals, botanical and zoological specimens, and all the material for the study of the natural history of southern Illinois were acquired by Dr. Thomas and his assistant, Professor G. H. French. It was more than a natural history museum, however, for it included relics and prehistoric remains gathered from a wide area.

Funds available for the museum were limited to necessary equipment. The collection from Southern Illinois and adjacent region was made by the extensive explorations of Dr. Thomas, Professor French, Dr. Allyn, Professor Parkinson, and other members of the Academy of Science of Southern Illinois. This society, organized December 2, 1876, in Carbondale had seventy-three members representing twenty-one counties and three states. Its meetings were held quarterly at various points in Southern Illinois, and through its activities the museum was greatly enriched.

Professor George Hazen French was an active promoter of the Academy of Science while still a teacher of science in Illinois Agricultural College at Irvington. He came to Carbondale in 1877 as assistant State Entomologist and the next year joined the faculty of the Normal as assistant curator of the museum. When Dr. Thomas severed his connection with the Normal in 1879 to take up his work with the Smithsonian Insti-

tution, Professor French succeeded him on the faculty as teacher of natural science.

The value of the museum was greatly increased by Professor French's life-long devotion to it, especially in its restoration after the fire of 1883. Though not a college-trained man, he achieved wide recognition for his manual on the butterflies of this region and for his work in the field of entomology in general. He was not only prominent in the Illinois State Academy of Science but was also a member of the Entomological Societies of France and Belgium. He was the type of self-effacing classroom teacher better known off the campus than on it. An exceptionally modest man with an amazing capacity for prodigious work and detail, he gave a selfless service to Southern over a period of forty years.

Means of providing an adequate library were even harder to obtain than the support of the museum, but this special object of Dr. Allyn's concern was built up to 8,000 volumes during the first nine years. It was largely classical and professional, generous contributions being made to it by the faculty and others. Limitations upon its usefulness to students were imposed by the lack of suitable housing and a full-time librarian. Professor Foster, a busy classroom teacher, gave it such attention as he could, but it remained some time without proper cataloguing. Laboratories for scientific experiment and demonstration were no more than the limited classroom facilities provided.

The foregoing summary of facilities covers the first nine years of the school's development. Just as the Normal was closing its first decade of demonstration of its worth and promise, came the tragic interruption,



RUINS OF FIRST BUILDING, 1883

an ordeal by fire. The fine building was reduced to a mass of ruins in the space of a few hours, November 26, 1883. The fire, of unknown origin, was discovered in the roof immediately above the museum in mid-afternoon of that windy November day and was soon beyond all possible control. Four hundred students filed out of classrooms in good order and joined the faculty in the vain attempt, first to save the building, and then to salvage all that could be removed from the inferno. The tanks were too low beneath the roof to furnish water pressure and the pumps were of no avail. Fire companies, rushed by express train from Cairo and Murphysboro, arrived too late.

The heroic, well-disciplined work of students under Dr. Allyn's personal direction saved the library, the valuable records, and much of the furniture and apparatus; the museum, where the fire had its origin, was a total loss. An estimated \$60,000 worth of property was salvaged.

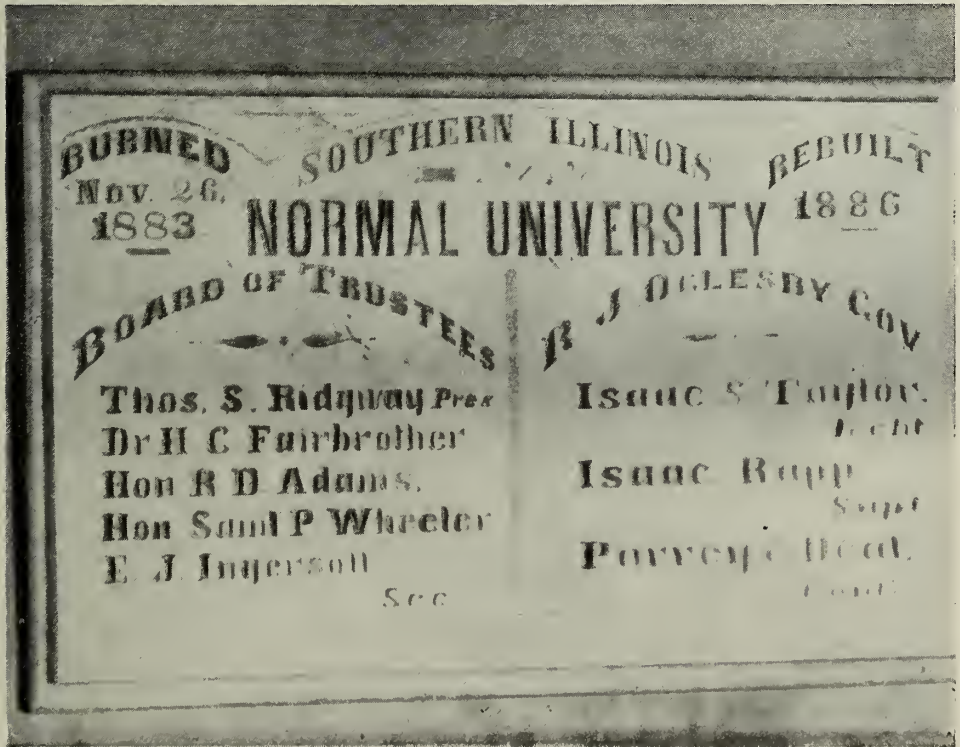
The response of Carbondale and vicinity to this crisis was immediate and most gratifying. A mass meeting of citizens called on the evening of the fire by Captain E. J. Ingersoll, mayor of Carbondale, at the Moody Opera House, resulted in the offer of store rooms, offices, and churches for the accommodation of the homeless school. A subscription of \$1,800 toward a temporary building was raised that evening and increased to more than \$5,000 before the end of the week. Architect Isaac Rapp of Carbondale began immediately the erection of a temporary wooden structure which was completed by mid-January in spite of bitter cold weather. This prompt action by Carbondale forestalled any possible attempt by rival communities to change the location of the school.

The school assembly in the Baptist Church on the day after the fire was addressed by leading students as well as by faculty, and showed that even disaster has its compensations. A new spirit of loyalty and devotion, a happy augury for a greater Southern, was brought into being. The self-discipline of those trying days of mid-winter, 1883-'84, in cramped and ill-furnished quarters was a wholesome experience in the building of a great institution. It was almost literally a case of Mark Hopkins on one end of a log and Jim Garfield on the other.

Legislative appropriation for a new building had to wait the convening of the Illinois General Assembly, in 1885. The old argument in justification of the Normal School was advanced with redoubled force, but the institution at Carbondale had already pretty well made its case. Moreover, both Carbondale and the State of Illinois had too much investment at stake to permit it to become a dead loss; an appropriation of \$152,000 was granted.

Rebuilding, which began in the late summer of 1885, was somewhat expedited by use of the stone foundation of the first building. The

structure, now known as Old Main, is less beautiful than the original, but functionally better adapted to the need of its time. It was completed and dedicated, February 24, 1887, on which occasion Governor Richard J. Oglesby was the principal speaker.



In the meantime, the school made shift to carry on in the temporary frame building which had been completed at a cost of \$6,000 in January, 1884. It was in the form of a Greek cross, located approximately where the Old Science building now stands. The center was an assembly and study hall, accommodating 275 students. It was lighted by a skylight cupola and by a small window space at each of its corners. The arms of the cross provided fourteen classrooms, including a room for the Model School. The thin walls—at first unplastered—gave no protection against competing sounds of elocution and music and loud-voiced teachers. Lack of any adequate assembly hall to accommodate the large gathering of people who were attracted to the exercises of commencement week led to the use of a tent for those occasions. The tent afforded some amusing incidents and some not at all amusing to those who were participants. It was jokingly referred to by underclassmen as “the circus.” The first

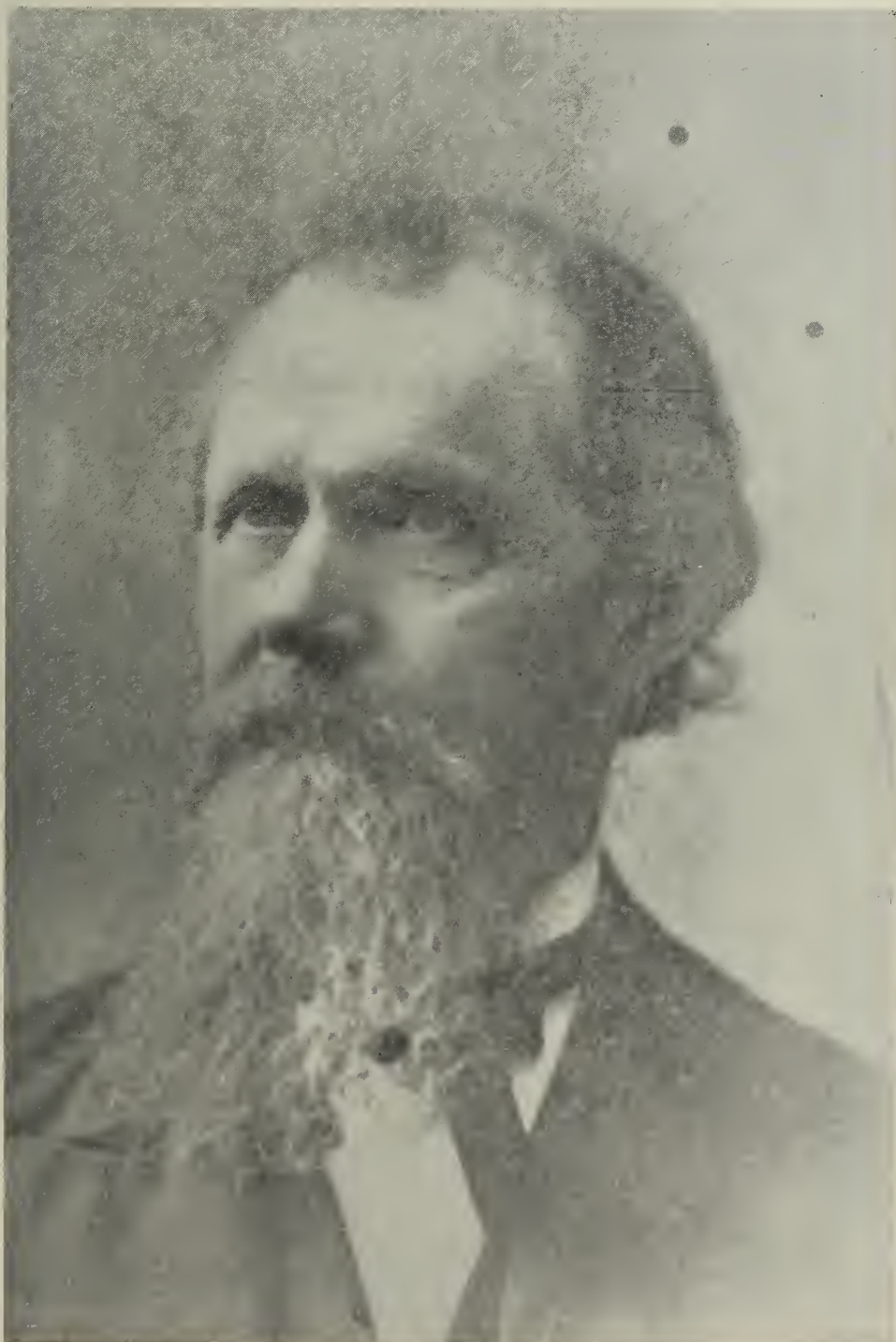
class to receive diplomas in a tent numbered sixteen and was the largest to graduate up to 1887.



TEMPORARY BUILDING, 1884-1887

An objectional feature of the first building was the mansard or fourth story. This was eliminated in the new building and a more convenient distribution of space was provided. Normal Hall, occupying the main part of the third floor, more than met the needs of student assembly for many years. It soon became the focal point of cultural interests, not only of Carbondale but of the surrounding area, its programs and eminent speakers attracting capacity audiences. Especially was this true of commencement week, the outstanding occasion of the year. Among celebrities who were commencement speakers, Vice President of the United States, Adlai E. Stevenson, visited the campus, June, 1895. On the occasion of William Jennings Bryan's commencement address, June 10, 1909, the exercises were held out of doors.

An increasing student enrollment, and an expanding curriculum soon accentuated the urgent need for more space and better facilities. On Dr. Allyn's retirement in 1892, Professor Hull, registrar and vice president, was named by the board of trustees to succeed him with the title of Regent. Professor Hull's tenure as head of the school was too short to accomplish more than a focusing of attention upon its pressing needs. Departmental re-organization was under way. The training school, including a strong intermediate and high-school, was being developed. The biological and physical sciences had need for better laboratories; room was also needed for a growing library which now had a full time librarian. The temporary building had been converted into a gymnasium which proved unsatisfactory for the new department of physical culture.



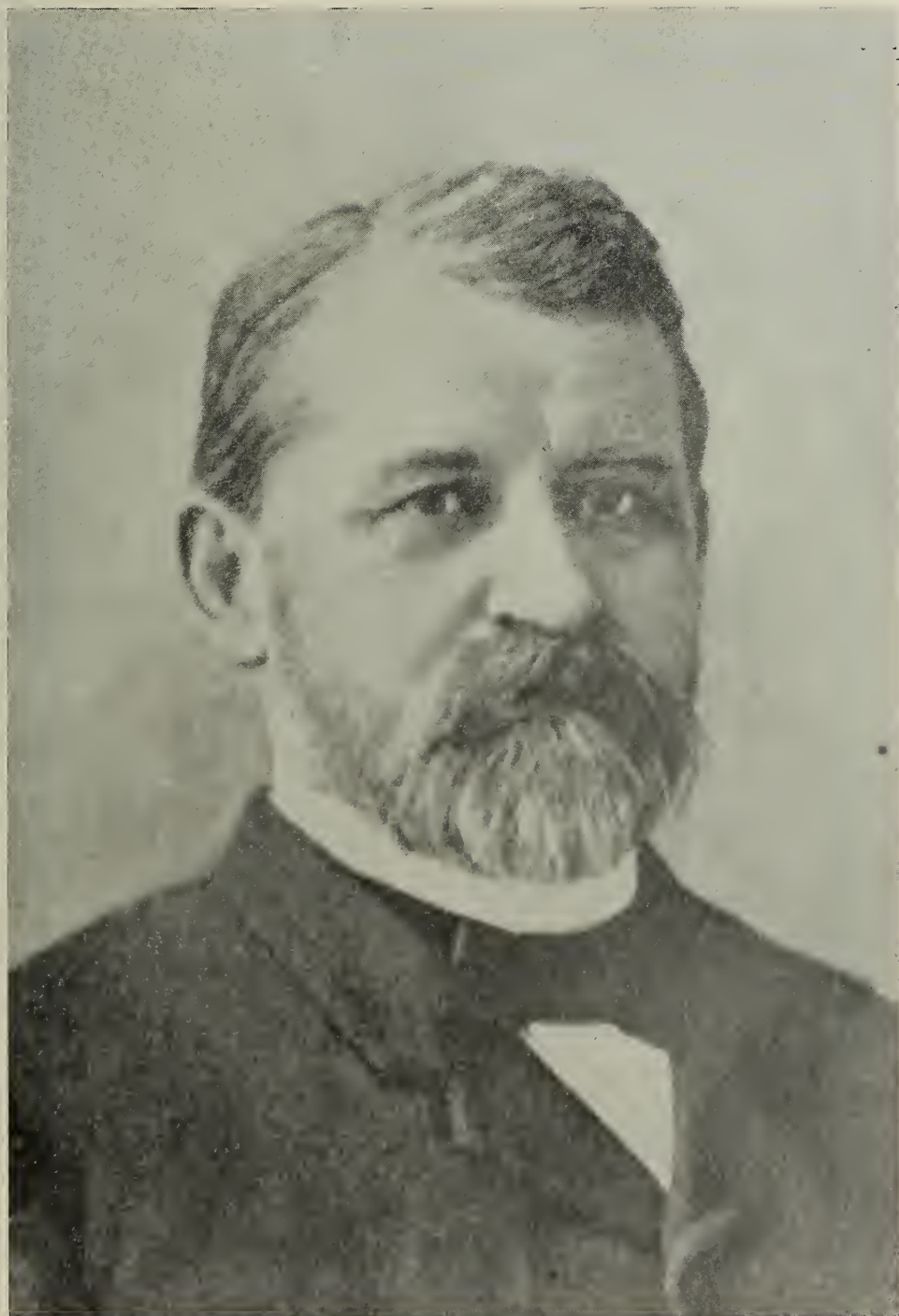
DR. ROBERT ALLYN,
First President, 1874-1892

These were the more serious needs confronting the school when a change in State administration occurred with the advent of Governor John P. Altgeld in 1893. Regent Hull accepted a call to the presidency of the State Normal School at River Falls, Wisconsin, and the new board of trustees appointed by Governor Altgeld elected Dr. Harvey William Everest to succeed him as regent. In spite of cramped conditions and other handicaps, Regent Hull directed the preparation of an elaborate exhibit for the World's Columbian Exposition (1893) which gave the Normal much favorable publicity for its very substantial achievements.

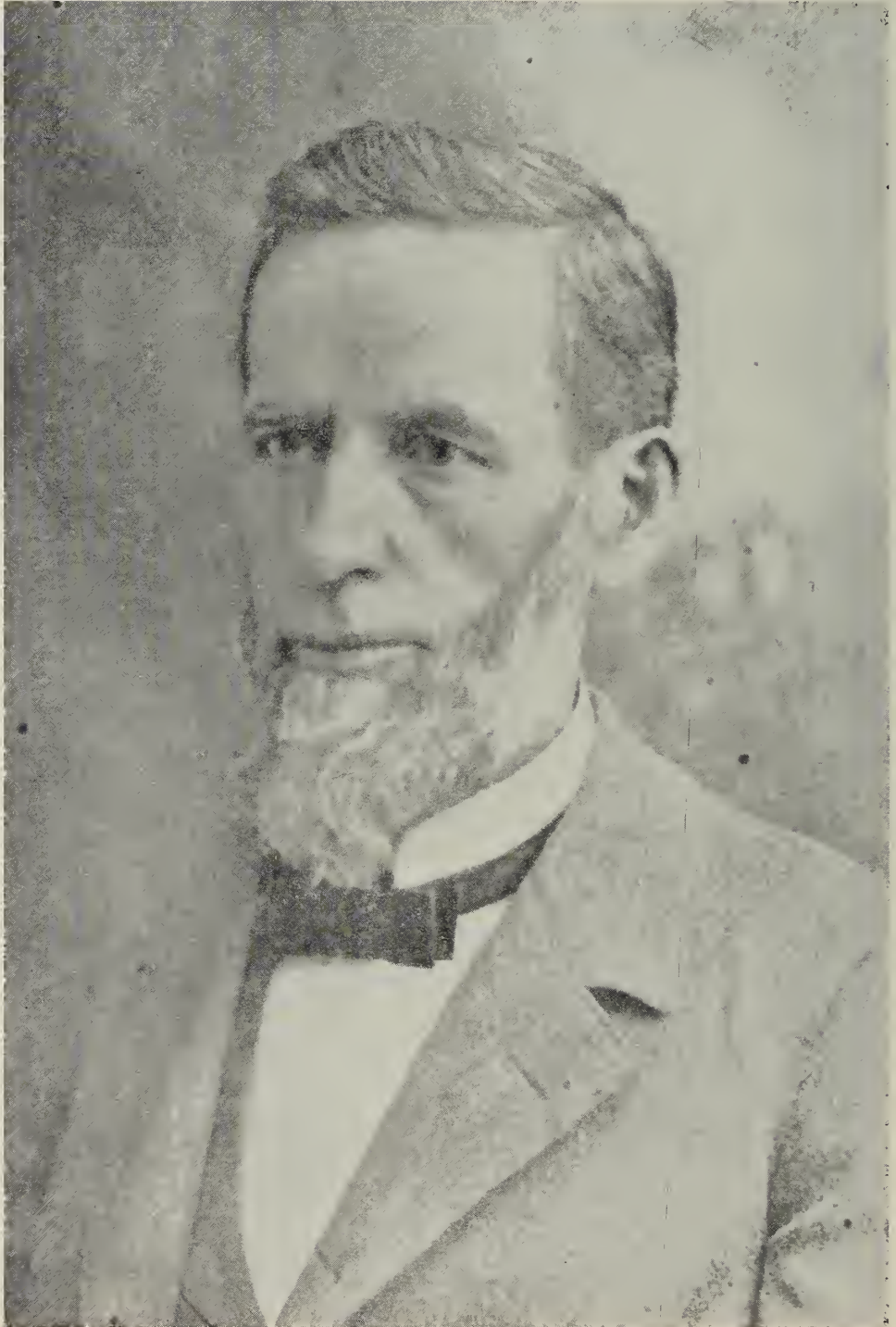
Dr. Everest came to Southern from the presidency of Garfield University at Wichita, Kansas. A graduate of Oberlin, he became the intimate friend and associate of James A. Garfield during Garfield's presidency of Hiram College. He followed Garfield as president of that institution in 1861 and served it throughout the Civil War. Subsequently Dr. Everest had also been president of Eureka College for thirteen years, and of Butler University for six. Like Dr. Allyn he was a noted clergyman, but of the Christian Church, and had held important pastorates at Springfield, Illinois; Normal, Illinois; Lexington, Kentucky; and Hutchison, Kansas.

At the time President Everest came to the Southern Normal, the Herbartian movement in America had become almost an educational cult fostered first by the Herbart Club and later by the Herbart Society for the Scientific Study of Education. The "Old" Normal had become its recognized center under the leadership of Charles DeGarmo, and the brothers, Frank M. and Charles A. McMurry. Dr. Everest did not exactly set himself against the current but he published (1896) his own philosophy of education under the title, "*The New Education*," in which he emphasized that the best of the Herbartian principles, then being carried to extremes, were not so new as claimed for them; old ideas were given a new nomenclature. Dr. Everest did not belittle Herbartianism but did occasionally indulge a bit of sarcasm. "Children," he said, "will develop according to the laws of body and mind, however the teachers may dictate to nature and protest against her methods. The safety of the children is found in the fact that nature is stronger than educational cranks." He conceded, however, the validity of the new methodology in the statement that "the **how** to teach is quite as important as the **what** to teach."

How much of a bona fide normal-school man President Everest might have proved to be was not fully developed because of his short four-year tenure. He left Southern to take the chair of philosophy at Drake University, in 1897. To the rank and file of students he seemed somewhat cold and intellectually aloof. The few who came really to know him, and whose names he could call, discovered in him a genuine warmth of personality. It was said of him that he could never refer to his old friend, the late martyred President Garfield, without the deepest emotion.



JOHN HULL,
Second President, 1892-1893



DR. HARVEY WILLIAM EVEREST,
Third President, 1893-1897



DR. DANIEL BALDWIN PARKINSON,
Fourth President, 1897-1913

No drastic changes in administrative policy were introduced by Dr. Everest. He built upon foundations already well laid and sought only to improve the Normal-school curriculum along lines then in process of development. The trustees did, however, drop the high-school as a part of the training school program at the request, it is said, of Governor Altgeld. This is not to imply that the Governor was a meddler in educational policies. But he had definite convictions concerning the proper functions of the Normal school, and among these he may have had a quite common misgiving about the maintenance of a high-school at state expense in what, to him, seemed competition with the developing local high-schools.

The building campaign went forward under Dr. Everest's leadership with the cordial support of the Altgeld Administration. The 39th General Assembly (1895) made an appropriation of \$40,000 for a science building which was completed without undue delay and dedicated with appropriate ceremonies, December 22, 1896.

Governor Altgeld's casual surprise visit to the campus in November, 1895, was a manifestation of both his official and his personal interest in the progress of the school. He was consistently a strong friend of popular education and of the Normal schools. During his administration three other State Normals in Illinois were started, the Northern at DeKalb, the Eastern at Charleston, and the Western at Macomb.

The science building, now known as "Old Science," is sometimes called the Altgeld building because of the distinctive style of architecture which characterized most of the state buildings of the Altgeld period. It stands out, an altogether impressive structure of light brick with crenelated parapets and turrets suggestive of a medieval castle. Whether credit should be given to the Governor for this peculiar type of school architecture or to the State Architect, C. Ward Rapp of Chicago, is a question.

The new building gave ample room at that time for the library and laboratories for physics, chemistry, and biological science. A well equipped gymnasium also occupied a large section of the first floor. Somewhat later, the newly created department of Manual Training was provided for on the second floor.

During the administration of Dr. Parkinson, who succeeded to the presidency on Dr. Everest's retirement in 1897, Southern entered upon an expansive era of building which was the accompaniment of the emerging Teachers College. Further details of the physical plant expansion belong to that development.

THE TEACHERS COLLEGE — TRANSITION YEARS

Southern became a recognized State Teachers College when it was given that status in 1928 as a Class-A College by the American Association of Teachers Colleges. It was fully accredited as a degree-conferring teachers college by the North Central Association in 1931. With its degrees accepted without penalty by graduate schools, the Normal School status was definitely ended. After the observance of Southern's fiftieth anniversary in 1925 it became increasingly popular among students and faculty to refer to the school as the Southern Illinois Teachers College. In fact, the Teachers College title was officially given to the three newer State Normals, and a proposal to make it uniform for all five was made but never carried into effect.

The transition from Normal School to Teachers College involved a long progression of significant changes in curriculum, expanding facilities, increased service to the area, and faculty personnel. It covered a period of approximately a quarter of a century, beginning with Dr. Parkinson's administration and carried to completion by President Shryock. The process was evolutionary, involving no abrupt break with the past.

In the case of Southern, a clear-cut distinction between normal school and teachers college is difficult to define because of the gradual nature of the change. Both were distinctively teacher training institutions but differed chiefly in the matter of recognition. The Normal stood apart, unique in a system of higher education. A vocational and professedly technical school, it was not recognized in the liberal arts tradition. Other factors besides the predominant emphasis upon the teacher-training curriculum also accounted for this lack of recognition. A low standard of admission requirement, the scholastic rating of the faculty, lack of adequate equipment were important considerations. The Normal granted diplomas and certification, not degrees. Its graduates had difficulty in transfer of credits to the liberal arts and professional schools.

And yet the board of trustees had all the authority legally to grant degrees of whatever kind. At least in one instance it authorized the conferring of an honorary degree, that of Master of Arts, upon Professor Granville F. Foster on his retirement from the faculty in 1883. Earned baccalaureate degrees were subsequently conferred upon other members of the faculty.

The Forty-fifth General Assembly of Illinois (1907) gave specific authority to four of the State Normals to grant Bachelor of Education degrees. In conformity with this permissive authority, Southern added

Southern Illinois Normal University,

Carbondale, Ill. May 14, 1890.

To whom it may concern:

It is to certify that the bearer
 of Minton Mitchell has been a student
 for one year in our University, and has
 maintained an unblemished deportment &
 made commendable progress in his
 studies. His grades are as follow - 100
 being maximum - viz. History of
 United States 86.86. Arithmetic 98.90.70.
 Nat. Elements 97. Nat. Gr. & Reader 95. Physiology
 97. English Grammar 80. Geography 80.
 Zoology 93. Grades for present term not
 made up.

Robert Allen

Principal

P.S. The grades of the 18th term
 are, Nat. Philosophy 94. Writing 100 -
 Reading 100.

two years (24 credits) to its diploma requirements for any who might seek to qualify for a degree. Miss Lillian Teeter of Carbondale was the first graduate of Southern to complete the requirements in course, and was given formal recognition by the conferring of a Bachelor of Education degree upon her at the commencement of 1909. The demand for the so-called degree courses was slight and not until 1920 did it gather sufficient force to produce a class. Four candidates received the degree in the commencement of 1922, the first class so recognized.

During the same decade of teacher college development, Southern's relationship with the University of Illinois was improved. A limited recognition was given for credits earned at Southern, amounting to not more than two years toward a baccalaureate degree. The credits accepted, however, were only the stronger liberal arts electives of Southern's curriculum, but the recognition accorded Southern the rank of a Junior College. Southern was not any more liberal in its recognition of the numerous good high schools developing within its area. Belatedly it began the use of the University of Illinois list of accredited high schools and gave a limited admission credit of two or three years to high-school graduates.



CLASS OF 1899

The celebration of Southern's first quarter century in the commencement week of 1899 was a fitting climax of the Normal-school period. It marked the zenith, not the abrupt close, of that important pioneering era. Appropriately enough, the elaborate program of the celebration did more than glorify the past; it pointed to an expansive future. In that year the

Class of 1900 issued an attractive year book—the institution's first—called the Sphinx, which was dedicated to President Daniel Baldwin Parkinson, Ph.D. The exuberant spirit of the school as well as of the class was expressed in the slogan "Hurrah for Us." Facetiously the enterprising Junior Class editorial board, headed by J. Oscar Marberry, ably assisted by the class president T. B. F. Smith, called this historic year book "A stupendous compilation of facts, fiction, history, and lies."

A Quarter Centennial Anniversary Souvenir was also published by the Alumni Association which had become a very active organization. The Souvenir history was a memorial to the alumni of Southern, featuring brief tributes to former presidents and briefer records of the faculty. A summary of the institution's history before and after the fire and a detailed account of the quarter-centennial observance gave the Souvenir its chief value.

The school was now entering upon a more expansive era and a degree of maturity which meant that its defensive days were over. The case for the Normal school had been won in the court of public opinion and with the political power which controlled the State. This was fully attested in the fact that three new Normal Schools, Charleston, Macomb, and DeKalb, now joined the pioneer schools to complete the State's system of teacher-training.

Marked improvement in facilities as well as extended service of Southern characterized Dr. Parkinson's presidency (1897-1913). First among pressing needs was an adequate housing of the growing library



Group of Faculty Members, Trustees, and Citizens at Dedication of
Wheeler Library, June 6, 1904
(Judge Wheeler occupies the central position)

which by 1900 had 15,000 volumes. A new building, completed at a cost of \$25,000 and dedicated June 6, 1904, was named Wheeler Library in honor of Judge S. P. Wheeler of Springfield, the president of the board who contributed greatly to the securing of the appropriation. Later, a glass floor and steel stacks were added on a second floor level to increase the library's capacity. Space was also provided in the Wheeler Library building for permanent, attractive rooms for the Zetetic and Socratic Literary Societies and for the Y. M. and Y. W. C. A.

Reference has already been made earlier in this sketch to the provision of a separate building for the Model School as an important step in the evolution of the training-school. This was the second major achievement of the Parkinson administration when a building, exceptional for its time, was dedicated January 11, 1909, and named the Allyn Building in honor of Dr. Robert Allyn. The training school now took a new direction as a highly organized unit of the Normal, preparation for which had been most capably carried forward by Superintendent Jacob Taylor Ellis, ('94). Mr. Ellis was just at the threshold of a brilliant career when his death occurred in the summer of 1906. Under his successors, Superintendents S. E. Harwood and C. H. Elliott, a staff of critic teachers was assigned to specialized duties, and a complete system of elementary, intermediate, grammar-grade, and high-school training was provided.

The high-school, which had been re-established at the beginning of President Parkinson's administration, was given an enhanced importance through the operation of the Lindley Scholarship Bill. This law, passed by the Forty-fourth General Assembly (1905), provided four years' free instruction in the Normal Schools to one eighth-grade graduate of each township. Since no pledge to teach was required of recipients of these scholarships, the Normals received an influx of students who were not held to the teacher-training curriculum. The Lindley law, therefore, had the immediate effect of stimulating the development of the high-school within the Normals to provide the necessary non-professional academic training for these students. Thus the University high school became not merely an adjunct of the Model School but an important institution in itself.

In the decade 1900-1910, Southern greatly widened the scope of its contacts, services, and influence, both within its area and throughout the State as a whole. The annual meeting of the State Teachers Association at Springfield during the December holidays was the occasion for special conference meetings of representative members of the Normal School faculties. These Councils dealt with the problems and interests of teacher education common to the five State Normals. The State Superintendent, who was an ex-officio member of the board of trustees of each of the schools, gave direction to this unifying of purpose. Particularly noteworthy was the leadership of Superintendents Alfred Bayliss and Francis

G. Blair, whose strong influence minimized the natural tendency toward rivalries. Probably no outstanding educator in Illinois did more than Mr. Blair to hasten the transition from the somewhat narrowly circumscribed Normal School to the broader status of State Teachers College.

A new state course of study for the common schools of Illinois, which was the co-operative product of the State Superintendent's office and the Normal Schools, did a great service in improving and standardizing instruction. So important was it considered at Southern that special provision was made for it in the curriculum, and courses were offered to prepare for its effective use. Faculty activity in the county teachers institutes was increased, and a much better co-operation of county superintendents was brought about. No little credit for this improved situation was due to the increasing number of successful educational leaders produced by the school's graduating classes. These leaders among alumni were then, as now, by far the best asset of the school in extending its influence.

On the initiative of Southern's faculty, a School Council was organized with annual meetings on the campus, to which principals and superintendents of the area were invited. An active interest in these conferences served well to identify the school more effectively as leader of the educational forces of Southern Illinois. The Council was also quite legitimately—though incidentally—a means of recruitment of students and placement of graduates. The topic for discussion at its meeting in 1907 was "Some Proposed School Legislation," a strikingly familiar subject as recent as yesterday among school people. After four or five years of profitable meetings the Council gave place to the annual conferences on the campus of county superintendents called by State Superintendent Blair.

The passing of the old Normal School is fully indicated by the creation of the new departments of Manual Training, Domestic Science, and Agriculture. In keeping with a new educational trend of enriching the common school curriculum beyond the basic tools of the "three R's," a demand had now to be met by the Normal Schools for trained teachers with a wide diversity of skills. So far as the elementary schools were concerned this enrichment of the course of study was not primarily vocational in aim, but it became distinctly so in the training of teachers to meet the new demands. Already vocational in the preparation of professional teachers the Normal had to become vocational in a much more comprehensive sense.

The Manual Training department began quite simply at Southern in 1908 as a part of the elementary and high-school program. Ample space was provided in a well-lighted room on the second floor of the Sci-

ence building for classes in tool work and elementary construction taught by Miss Myra M. La Salle. The equipment, however, did not exceed a thousand dollars in value. The next year Louis C. Petersen, a native of Denmark, joined the faculty as head of the new department, and a full-scale vocational curriculum had its beginning. New equipment and shop facilities were added, and the department became increasingly popular. During Mr. Petersen's long tenure occurred the evolution of the industrial arts far beyond the requirements of teacher training in their vocational implications.

Domestic Science, or Household Arts as the department was called, followed much the same course of development as Manual Training. The courses offered, however, were from the beginning more advanced. Miss Grace E. Jones was called to the faculty in 1910 to organize and develop a department which would meet the need for trained teachers of Domestic Science; Miss Lucy K. Woody was made her assistant in 1912. On Miss Jones' retirement Miss Woody became head of this increasingly important department and continued as its builder until 1948. From modest beginnings has evolved a major vocational department whose service transcends its teacher-training motivation, or even the training of technicians; it serves the practical ends of homemaking.

The biological science curriculum underwent a complete revision when John P. Gilbert ('96) became head of the department in 1911. Among other changes was the inclusion of courses in agriculture which were taught by R. E. Muckelroy ('03), an associate in the department. The teaching of elementary agriculture in the rural schools and also in township high-schools had been stimulated through the influence of the State Farmers Institute, in which Mr. Gilbert was a dynamic leader. The need at Southern was a strong vocational department of agriculture. Mr. Muckelroy became the organizer and head of this new department in 1913 with H. B. Piper as his associate. In the meantime the institution's state farm of approximately 110 acres had been acquired and now became a demonstration farm for the area as well as for students in the department. It is doubtful if any single service has been of greater value to the area than this pioneering work of Mr. Muckelroy.

An expanding athletic program called for more than gymnasium facilities. After the lifting of the faculty ban upon football in 1897, college sports grew in popular favor at Southern, thus giving rise to the need for playing fields. The limited campus could not meet that need; but an eleven-acre tract east of the present Lincoln School campus, which was part of the original donation of Carbondale toward securing the location of the Normal, was now utilized as an athletic field. It was put in shape and a grandstand built having a seating capacity of 1000. The field, though somewhat remote from the center of student life, proved



FOOTBALL TEAM, 1896

adequate for all athletic contests and other open air assemblies for a number of years. It was named Bayliss Field in recognition of the high esteem in which State Superintendent Alfred Bayliss was held by faculty and students as a friend of the school.

It was given to Dr. Parkinson to bring his highly successful presidency to a close with the attainment of a project he had long very much desired, the better housing of students. Much too long this first among **musts** had waited—and still waits—the reluctant generosity of the State. An increasing student enrollment had presented a very real housing problem, a problem which has grown with the years.

The boys enrolled at Southern have always out-numbered the girls, but very properly first consideration was given to the girls in this beginning of dormitory facilities. Inexplicable opposition in the General Assembly defeated the first attempts to secure appropriation for a Woman's Building. The bill finally passed and was signed by Governor Deneen in 1911, but not until the \$100,000 asked was reduced to \$75,000. Delays in construction deferred the opening of the dormitory until October, 1913, when its dedication was made the occasion of the formal inauguration of a new president, Henry William Shryock. It was an historic occasion which marked the ushering in of a new era for Southern.

Anthony Hall, in honor of Susan B. Anthony, famous crusader for women's rights, was the appropriate name bestowed upon this modern dormitory for women. It was immediately taxed to its capacity and has always had a waiting list. A new center of student life was now provided under the best of conditions. Moreover, the dining and reception facilities of this beautiful building have been constantly drawn upon when Southern has been host to its numerous guests.

Dr. Parkinson piloted Southern through sixteen difficult years of transition. An old order was passing, a new was being born. As one of the original faculty of eight he was a "founding father." He had been a teacher of physical science, secretary of the faculty, registrar and vice-president before he received his merited promotion to the presidency in 1897. Conservatively cautious in administrative policy, he knew the best of the old Normal system and yet had full understanding of the newer trends. Not too slow in discarding the outgrown he was also not too quick to seize upon the novelty of change. Dr. Parkinson was not the aggressive fighter for causes; he was progressive without being a crusader. He was endowed in high degree with the wisdom of patience which made him a prince of diplomats in all his relations with the faculty, with students, and with the public. Though not a clergyman, he was nevertheless a great spiritual force comparable with Dr. Allyn and Dr. Everest.

THE TEACHERS COLLEGE—YEARS OF DEVELOPMENT

The election of Professor H. W. Shryock as Dr. Parkinson's successor was a popular choice. He came to Southern in 1894 from the principalship of the Olney High School where he had already won recognition as a rising young man of promise in educational leadership. He succeeded S. M. Inglis as head of the English department when Mr. Inglis became State Superintendent, and later was made registrar and vice president under Dr. Parkinson. As an inspiring teacher of rhetoric and English literature, Mr. Shryock greatly enhanced the reputation of the school, particularly so from the frequent calls upon him as a gifted and popular lecturer. There were those who felt at the time that a great teacher was lost, as frequently happens, in the uncertain venture of school administration; but this proved not to be the case in Mr. Shryock's election to the presidency of Southern. He continued his teaching connection and remained head of the English department while he carried on, with extraordinary capacity for detail, the multitudinous duties of administration.

President Shryock had very definite objectives for the advancement of the school's status, but he wisely sought their achievement without fanfare of revolutionary change. It could easily have been otherwise in the complete change of State administration in 1912. Governor Dunne's appointees on the new board, however, gave the president the full authority as well as the responsibility of the presidency. Two of the able members of that board, Orville M. Karraker, banker of Harrisburg, and Walter W. Williams, lawyer of Benton, were prominently active alumni of Southern. There were many other young men of influence, where influence counted, who might have been called "Shryock's boys," among them Kent E. Keller, a strong leader in the State Senate, and James M. Etherton in the House of Representatives.

To raise Southern's standing among sister institutions and the liberal arts colleges in general called for many improvements rather than a major operation. Some of these changes were immediate objectives, some of longer range: (1) the revision of an outmoded Normal-school curriculum, (2) a better scholastic rating of the faculty as measured by earned degrees, (3) an increase of staff and facilities to meet the needs of a rapidly growing student body, (4) a recognized status of college athletics, (5) the maximum utilization of resources available, and (6) an enlarged, more effective service to the area.

The revision of the curriculum was undertaken by a faculty committee, headed by Professor G. W. Smith, which made extensive studies

and investigations over a period of months with no appreciable results other than a filed report. The vested interest in the established order was too strongly entrenched to yield easily to what seemed drastic proposals for the time. President Shryock was too wise, or perhaps too shrewd, to risk a serious disturbance of the campus peace in the beginning of his administration.

There was a surer, if slower, approach in the attack upon the citadel of complacency. Seldom are reforms accomplished from within. The accrediting agencies, a sense of institutional pride, and the pressure of public and student demand did what no faculty committee report could do. It was first the University of Illinois with its own committee of inspection, then the American Association of Teachers Colleges, and finally the North Central Association that gave Southern a college curriculum by fixing the standards which must be met for recognition.

Time-honored but obsolete courses began to disappear; A, B, and C courses in the common branches, drill courses, and an excessive offering of methodology gave place to newer courses with greater emphasis upon the liberal arts basis of teacher training. This change in part reflected the better preparation of students entering from the accredited high schools. During the period of greatest change, the 20's, the evaluation of old credits in terms of the new entailed much hardship, and possibly some injustice, for students whose attendance had been intermittent. The problem has not entirely disappeared; it still arises from time to time as old students return to qualify for degrees.

As previously noted, this trend had already begun with the establishment of the manual-training, household arts, and agriculture departments. It also appeared in the modernization and improvement of other departments, the most conspicuous change being that of physical science. A Physics department was created in 1913 under S. E. Boomer ('00), and a Chemistry department under George Merwin Browne. Both had entered the faculty earlier, but each now headed a department. Geography and history had also become separate departments, each with added courses, one under Frank H. Colyer ('89), and the other under George W. Smith. Professor Smith was soon to become a recognized authority in Illinois and local history.

Music, both vocal and instrumental, received a greater emphasis than hitherto as a part of the curriculum. The department was expanded by increase of staff and the development of college band and orchestra. It was President Shryock's aim not only to improve musical culture within the school but also to stimulate its development in the public schools of the area, an aim which he achieved with marked success. Glenn C. Bainum, who was trained at the University of Illinois under A. A. Harding, gave Southern a new music leadership among teacher-training institutions.

Earned scholastic degrees beyond the baccalaureate were properly set as a standard measurement of qualification for college teaching. Without this academic rating no college could hope to win full recognition among reputable institutions of higher learning. At least a master's degree, and ultimately the doctorate was the goal. The teaching staff at Southern numbered 39 members in the year 1913-'14; nine held master's degrees, fifteen the bachelor's and fifteen, some of whom were heads of departments, had no earned degrees. During the year, one attained the doctorate and five qualified for a first degree. The picture, however, is by no means so bad as it appears; it does not imply an incompetent faculty. Specialized scholarship and teaching ability of a high order prevailed, but there was too little respect for the earned degree as such. This indifference President Shryock proceeded to correct.

No teacher's rank or tenure was immediately endangered merely by lack of a degree, but the president by tactful insistence made it clear to all that degrees would be expected; moreover, he continually urged that his faculty be more prolific in productive scholarship. The latter was a pretty large order in view of conditions then prevailing of over-crowded classes and a teaching schedule of five hours per day. Student enrollment went from 552 in 1913 to 950 in 1915. This doubling of the student body made a large increase in staff imperative and provided the opportunity for an infusion of "new blood," younger men and women with approved scholastic background. A few stalwarts of a great past had reached the age of retirement; others of the staff were granted leave of absence—not yet sabbatical—and many used their hard earned vacation time to advance their scholastic standing.

The teachers college status depended to a very large extent upon developments in the teacher-training program. But liberal arts took on an added importance in the new curriculum, and more and more throughout the period the broad scope of general education was emphasized. Southern was nonetheless still primarily a professional school for the training of teachers, no longer a Normal school in the narrower sense but a teachers college.

The growth of the liberal arts curriculum posed a serious problem of co-ordination with a teachers professional school, not peculiar to Southern but common to most schools, especially the universities. A tendency toward rivalry, if not antagonism, as two separate schools with too little respect for each other's validity, was the problem of proper correlation now confronting Southern.

Professor George D. Wham ('96), who came from the superintendency of the Olney city schools as J. T. Ellis' successor and subsequently as dean of faculty, built up a strong department of Education. Paralleling this development was the progress of the Model or Training School. Super-

intendent William A. Furr of the Jacksonville city schools was called to succeed C. H. Elliott as head of the Training School when Elliott became Commissioner of Education of New Jersey.

Mr. Furr brought the Training School organization to its completion in all essential respects as it is today. A writer in the educational field and a lecturer much in demand, he was a stimulating and dynamic teacher of his staff. A specialized staff of critic teachers in charge of primary, intermediate, junior, and senior high-schools made the Training School the model of a complete system of elementary and secondary schools. The aim was to make the high-school, under the principalship of F. G. Warren, who came to the faculty from Mt. Vernon High School, a fully accredited school with its own athletic program. A further advance was made in 1916 when W. G. Cisne ('99) organized the first junior high-school at Southern.

President Shryock created a Bureau of Rural School Work in 1914, a distinctly new feature of a teacher-training institution. To this Bureau he called W. O. Brown, who was a highly successful county superintendent of schools and widely known for his outstanding work in the improvement of the rural and village schools of Southern Illinois, to give encouragement and counsel to teachers who had previously attended Southern.

This area service of Southern became a valuable means of recruitment and led to the establishment of a department of Rural Teacher Training under Mr. Brown's direction, an innovation altogether unique. At one time as many as a half dozen rural one-room schools within easy distance of the campus were made part of the training school system, each having a competent critic teacher of Southern's staff in charge of student practice teachers. Thus began an important extension of the school's training facilities which soon included grade schools of Carbondale and ultimately Cartersville and other high-schools.

Many members of the faculty gave generously—albeit generously rewarded—of their vacation time to a very effective form of extension service in the one-week county teachers institutes prevalent throughout the State. The county institute, usually held in August, reached its highest usefulness as a means of improving teacher preparation during the earlier period of teacher-college development. It had the full support of the State Superintendent's office, but a gradual decline set in, due partly to the institute's tendency to become more entertaining than instructive, but chiefly to an increased attendance at the summer sessions of the colleges. A long delayed but much needed certification law now required attendance as a condition of renewal of certificates. In this way Southern's summer terms became quite as important as the regular sessions

and offered the same credit courses. The teacher in service was thus enabled to complete his work for a degree by summer courses.

Should competitive intercollegiate athletics be a determining factor in establishing college recognition? The question did not need to be argued; President Shryock was realistic and unreluctant in facing a necessity. Athletics would still find chief justification as a part of a complete physical training program, but it was also something more; it gave the school a much needed form of publicity. William McAndrew was brought to Southern in 1913 as director of physical training for men to build a program of college athletics, to train high-school coaches, and to inculcate the highest ideal of clean sportsmanship. He did just that through great difficulties. Through winning years and unlucky years he held to the ideal which made good losers as well as good winners, and gave Southern one of its finest traditions. McAndrew had the complete support of two presidents under whom he served over a period of thirty years.

Southern and the other four Normals came under the administrative control of a new State Normal School Board, with enactment of the Civil Administrative Code in 1917. The state-wide board consisted of eleven members, the Director of Registration and Education serving as ex-officio chairman and the State Superintendent of Public Instruction, ex-officio secretary. Changes involved in the new administrative policies and procedures require fuller treatment in a separate chapter of this sketch.

One of the aims of the State Board control was the establishment of a unified fiscal system for the schools and, in the interests of economy as well as of fairness, to eliminate competing appeals for appropriations, both for operation and for building. The needs of each school henceforth were considered in relation to the total institutional budget, and each awaited its turn in a rotation of building projects, sometimes with less than exact justice in the face of the need. Two pressures had now to be applied, first with the board and then with the legislature. Before the new board assumed authority, however, two major improvements were secured for Southern by the last autonomous local board. The Forty-eighth General Assembly granted \$50,000 for a power plant, and the Forty-ninth provided for an auditorium and administration building by an appropriation of \$135,000.

Shryock Auditorium—as it was afterward named in honor of the president whose tireless efforts had secured it—was completed and opened to the public April 4, 1918, at a critical stage of World War I. The occasion was the meeting of the Southern Illinois Teachers Association when an ex-president of the United States, William Howard Taft, gave an eloquent war address to an audience which filled all available space, includ-

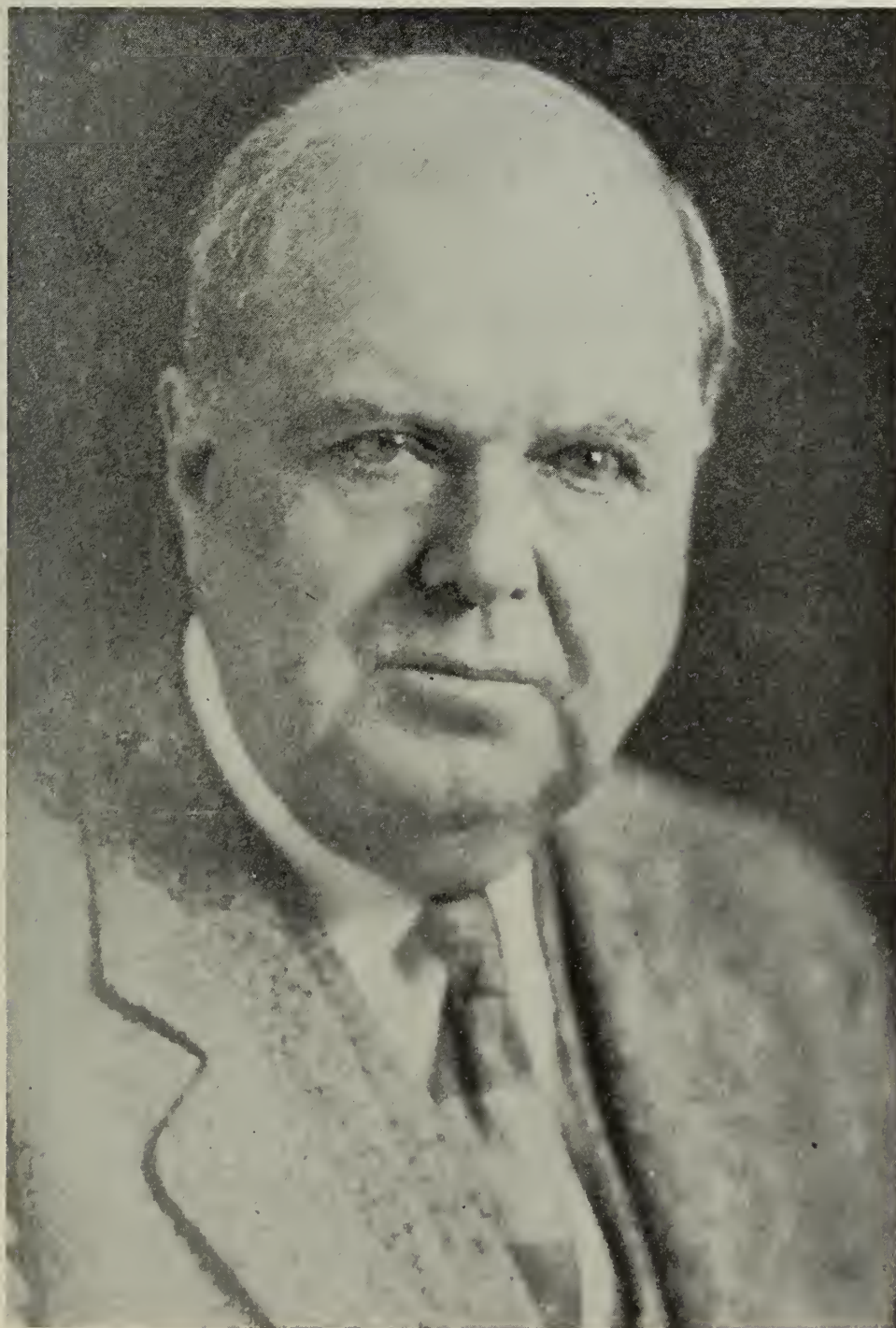
ing stage, foyer, and aisles. A bronze tablet commemorates the historic event:

In Commemoration of the First Public Lecture
In This Auditorium
April 4, 1918
Great World War Address
Supporting the Policies of President Woodrow Wilson
Delivered by
Ex-President William Howard Taft
In Which He Clearly, Forcefully and Patriotically
Discussed the Fundamental Question Then At
Issue Between the Warring Nations
We, the Senior Class of 1933
Respectfully Dedicate This Tablet

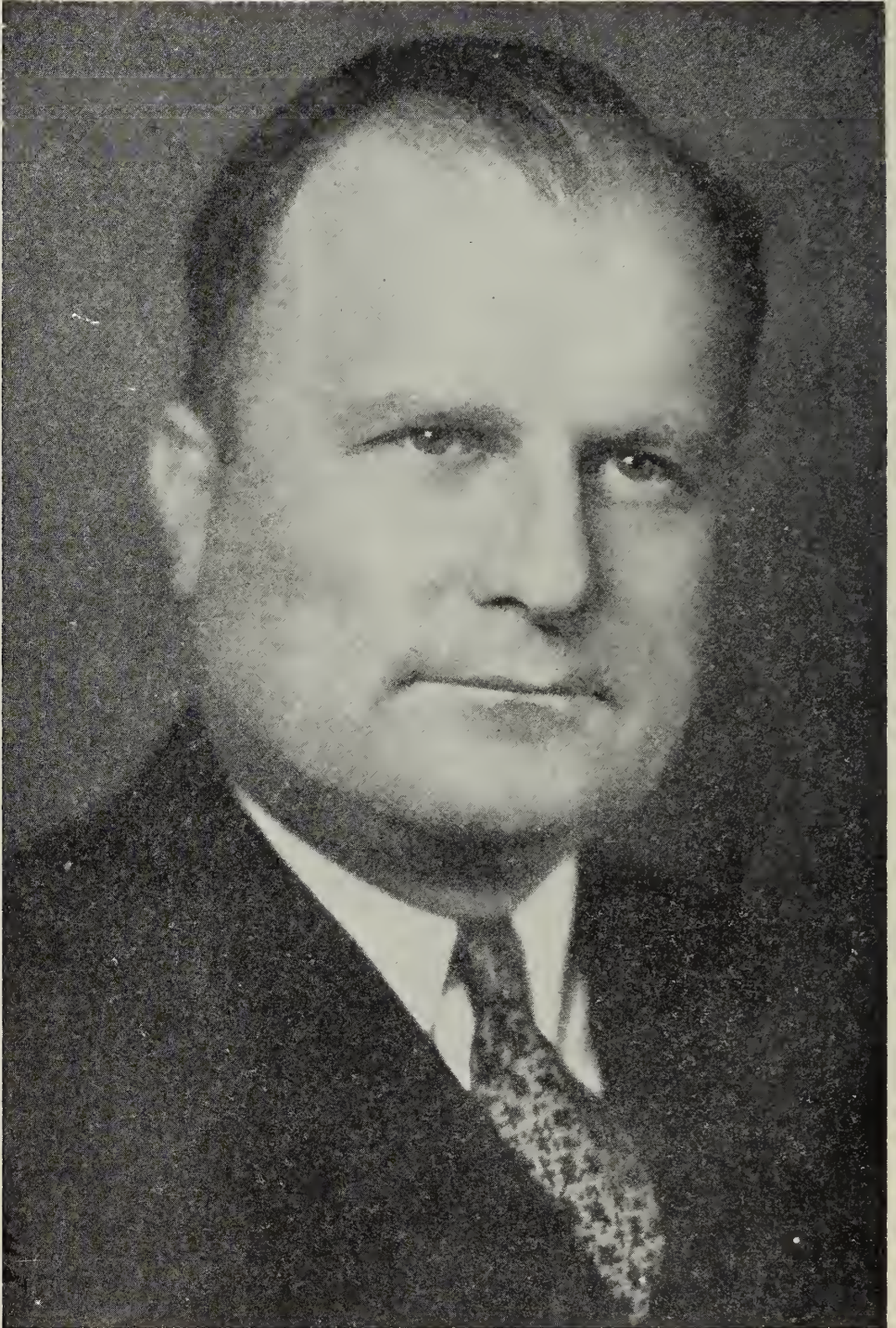
World War I took its toll of Southern as of all other college campuses. Glenn C. Bainum, head of the music department and William McAndrew, director of athletics, were early volunteers who went to the Officers Training Camp at Fort Sheridan. Bainum received a first lieutenant's commission, and McAndrew was commissioned a captain. They were followed by a number of senior boys in the early summer of 1917. Miss Frances Foote of the Training School went into Red Cross work, and Miss Lillian Gubelman of the English department entered the military branch of the Y. W. C. A. At the end of the year the college enrollment had been reduced by more than half. Southern gave a total of 710 students and alumni to the service; sixteen were memorialized with gold stars in the service flag, and the names of all appear in bronze in the foyer of Shryock Auditorium.

The Auditorium thereafter became the permanent meeting place of the Southern Illinois Teachers Association and the Southern Division of the Illinois Education Association which followed it. For a long time it was the best assembly hall in Southern Illinois for important public meetings, educational and otherwise, and greatly enhanced Southern's host facilities. The seating capacity of 1700 opera chairs has long since proved inadequate even for the student body. In addition to its assembly use, it houses the principal administrative offices.

Under the unit board's allocation plan two important additions to the building facilities at Southern were made in the Shryock period. A new gymnasium was completed in 1925 at a cost of \$170,000, and a new science building, costing \$253,000, in 1928. This expansion provided facilities more than ample for the time, and substantial college buildings now pretty well filled the original campus of twenty acres. The new



HENRY WILLIAM SHRYOCK,
Fifth President, 1913-1935



ROSCOE PULLIAM,
Sixth President, 1935-1944

science building, which provided for the expanding Physics and Chemistry departments, was fittingly named Parkinson Laboratory in honor of Dr. Parkinson who was the first teacher of these subjects as a combined department in the beginning of the institution. The building also houses the Industrial Arts department, the Museum, and the University bookstore.

Something was accomplished by the new state board in unifying and standardizing the five schools under its control but far from as much as expected. Widely dispersed and each having its own distinctive problems, procedures, and regional services they could not be handled administratively as one school except in fiscal matters, and even in this the results were not always happy. The meeting of the five presidents with the board was a unifying factor, and the State Superintendent, as ex-officio member, had a large influence in the achievement of common teacher-training goals.

On State Superintendent Blair's suggestion an organization of all the faculties of the five schools was effected. The meetings of the combined faculties—more than 400 in number—at intervals of every two or three years from 1927 to 1937, did much in achieving a unity of instructional aims and a closer bond of acquaintance. One or more national figures in the field of teacher education were engaged for each of its programs, and the numerous departmental sectional meetings were productive of great good. The series of seven meetings, usually held at Springfield in April or May, was entirely under faculty management, each school being represented by a member of the executive committee.

When students met for the usual morning assembly at 9:30, April 13, 1935, the president was not present to give the accustomed greeting. Professor Furr made the shocking announcement that President Shryock had died at his desk a few minutes earlier, from a heart attack. Dean Wham as acting president carried on the well organized administration during the few months pending the difficult task of finding a new president. H. W. Shryock died at the age of 72 and at the close of 41 years of service to Southern, nineteen years as a great teacher of English and twenty-two years as president. His had been a career of remarkable achievement which saw the realization of most of his objectives: a fully accredited Teachers College, a faculty of scholars and specialists, a doubled student enrollment, an expanded service of Southern within its area, and a greatly increased physical plant.

ADMINISTRATION—EARLY DEVELOPMENT

The evolution of administrative procedures at Southern over a period of seventy-five years has followed the lines of usual growth and change from pioneer simplicity to the exceedingly complex. It is instructive to trace this development for the light it may throw upon the present problem of an emerging university.

Each successive expansion of functions and services has been accompanied by a corresponding change in mechanics of procedure, less a matter of deliberate design than a process of trial and error. Delegated authority has derived from differentiation of responsibilities. The trend at Southern, as elsewhere, has been toward needless complexity and attendant disunity. Overlapping and duplication of functions have often contributed to confusion and conflict. Some of the old adhered to the new, solely by sanction of tradition, and some by demonstrated soundness of administrative policy.

Each of Southern's presidents left the stamp of his own personality upon the institution and fashioned an administration somewhat according to his own philosophy of education. Dr. Allyn, who accepted for himself the preferred title of principal, gave Southern the administrative system which was to last well beyond his eighteen years as head of the school. It was based upon the conviction that administration is the joint responsibility of the faculty and board of control, himself being the head of the faculty. This does not mean, however, that Dr. Allyn minimized his own personal responsibility of leadership in shaping the destiny of a new institution. His was the guiding hand always, his the wisdom and statesmanship working unobtrusively through faculty and board. Dr. Allyn evaded no responsibility where his alone was the decision to be made, and with rare skill he guided decisions which required joint action.

Recorded meetings of the faculty during the early years were frequent and of long duration. One, and sometimes two evenings a week, were devoted to consultation upon every minute detail of the management of the school, from minor infraction of rules by thoughtless students to matters of far-reaching policy and curriculum changes. The assembling and editing of all material for the annual catalogs, in fact all announcements for publication, received the attention of the faculty as a whole.

Administrative policy regarding the school's participation in Carbondale's numerous public occasions was debated in faculty council. Carbondale's annual fair took one or more days of school time, and there was a feeling that school was too often dismissed for occasions purely

local. A rather heated faculty discussion, not without its amusing aspects, occurred in October, 1884, on the question of dismissing for the address of Senator John A. Logan, one of the last in his campaign for Vice President, on the Blaine-Logan ticket. After all, it was the return of Carbondale's most famous citizen to be among his home people, a fact which lifted it somewhat above the bitterly partisan issues of the time. But Professor Jerome wanted to be recorded as against dismissal of school, although no record was required. Professor Brownlee with equal emphasis desired to be recorded for it.

Evening meetings of the faculty were held in the homes of members of the faculty, usually in the home of Dr. Allyn or Professor Jerome, where sociability was combined with more serious business. Called meetings were sometimes held at the close of school. Woe betide the hapless students who were summoned before the faculty to answer for some misdemeanor. Absence from the campus during school time without permission, rudeness of speech, and misbehavior in classrooms, corridors, or chapel had to be accounted for. Explanations and apologies were usually accepted with a stern lecture and admonition. More serious cases called for a public rebuke from Dr. Allyn in chapel assembly, an experience ever memorable to both offender and assembly. And yet it does not appear that the student body was especially ill-behaved; but rather that a far stricter code of behavior then prevailed, and rules were rules and must be obeyed.

The school did not think of itself as a reformatory; a great deal of freedom of initiative and responsible adulthood was encouraged. Nevertheless, the raw material of youth undergoing culture at Southern was rather strictly regimented.

The grading of student exercises and examination papers, the making of test questions, and the review of progress reports were often the collective work of the faculty. A unity of aim and action was thus attained which is lost in a more complete and differentiated system of highly departmentalized administration.

To all appearances, at least, the school was run by the faculty acting as a committee of the whole, at what cost of patience in time consuming debate to reconcile divergent points of view can only be inferred by those who have had wide experience of committee action. But a complete identity of instruction with administration was maintained as long as the student enrollment was comparatively small and the faculty numbered not more than a dozen. Administration, as a highly specialized profession with its own distinctive problems, had yet to come into being.

The five-member board of trustees serving by appointment from the Governor exercised powers broadly stated in the Charter Act, confer-

ring upon it ample authority to create and maintain an institution which would best serve the south third of the State. The limitations upon the board's sphere of action were principally financial, the biennial appropriations by the legislature being far short of the needs of the school. Minutes of the board for a long period of time, listing in detail every item of expenditure, show how serious was this handicap.

The board met quarterly in Carbondale but not always with a quorum present. The member resident in Carbondale was always available for any emergency action pending a regular or called meeting. All members, however, took great pride in the Normal and individually felt a deep sense of responsibility for its growth and welfare. Time from the regular business sessions of the board was taken for an inspection of the school, and suggestions for improvement were kindly received by the faculty. Interference with the curriculum, which infrequently occurred, however, did not always produce happy results. That the nature and functions of the normal school were imperfectly understood by the board as well as by the public is indicated by the care with which Dr. Allyn constantly argued the case.

Next in importance to the burdens and responsibilities of the president were those of the registrar and business manager, who was both an officer of the board and of the faculty, and was bonded in the amount of \$2,000. Throughout his seventeen years' tenure in the school this arduous and exacting work was efficiently handled by Professor Charles J. Jerome, who at the same time carried a full teaching load of Greek and Latin. His was the rare combination of practical man of affairs and classical scholar who in the classroom could make the dead languages come alive.

Professor Jerome's previous experience as principal of a struggling academy fitted him well for the duties of an office which required a great capacity for good business management and fidelity to detail. Keeping a small private school solvent, even at that time, indicated a high degree of managerial skill.

The registration of students, the recording of their family background, the collection of tuition and incidental fees, the keeping of grade records and providing transcripts of the same, the printing and distribution of the annual catalog, all purchases on authorization of the board, the general management of the physical plant, the preparation of payrolls and the budget were the manifold duties of the registrar in the period of beginnings. Professor Jerome also kept the record of the minutes of board meetings and reported to the board in detail of all receipts and expenditures.

On Professor Jerome's retirement in 1890, Professor John Hull became registrar with the added title of vice-regent. The creation of a

vice presidency carried with it the responsibility of acting head of the school in the president's absence, a function which Professor Jerome had performed without being so named. This arrangement continued with a succession of registrars who were also vice-president until 1920, when the office of vice-president was discontinued on the resignation of Dr. Carlos Eben Allen.

A partial separation of business management from the functions of registrar took place with the beginning of the presidency of Mr. Shryock, who had previously been vice-president and registrar. Professor Richard V. Black, head of the newly created Commerce Department, set up a new business office to which C. A. Lee of the Carbondale National Bank was added as institutional bookkeeper. With the employment of student assistants, the separation of business functions from those of registrar was completed, and a new office of business manager was created.

The sudden death of Professor Black in 1919 was a serious loss to Southern in this transition period of the creation of a business office and a new commerce department. Mr. T. L. Bryant ('16), his assistant who had been trained by him, became his successor, both as business manager and head of the commerce department. With the rapid increase in the functional importance of the business office, especially in its relation to the State Normal School Board, it was, after a time, detached from the Commerce department. Mr. Edward V. Miles Jr. ('19), Mr. Bryant's assistant, then became business manager and the office assumed its separate position of major importance. The great expansion of the purely business relations of a growing institution for the past twenty-five years of Mr. Miles' incumbency has brought about an evolution of an office which deservedly has won wide recognition for its fiscal administration.

An authoritative, widely used "Manual of Teachers College Accounting" was written by Mr. Miles as a research project under assignment from the American Council on Education in co-operation with the American Teachers College Association and published in 1940.

Whether the creation of a vice-presidency in 1890 was intended by the board to provide a regular order of succession is only matter of conjecture. It was followed, however, through a period of three administrations. Vice-president Hull succeeded Dr. Allyn as president in 1892. Dr. Parkinson, vice-president and registrar under President Everest, was elected to the presidency in 1897, and Mr. Shryock, in a similar position, followed Parkinson as president in 1913. Dr. Carlos Eben Allen, head of the foreign language department, became vice-president and registrar under President Shryock, and it is clearly evident that he was regarded as presidential timber.

After a quarter of a century of service at Southern as scholar and

great teacher—the last seven years as able administrative assistant to president Shryock—Dr. Allen was called to the presidency of North Dakota State Teachers College at Valley City. The vice-presidency at Southern went unfilled and the duties of registrar were transferred to the president's office.

President Shryock's secretary, Miss Hazel Ervin, carried on the work of registrar with student help until 1931, when she resigned to become Mrs. T. W. Abbott. In the meantime the volume of business necessitated the creation of a separate office of full-time registrar. Since 1931 the office has developed a complete system of records and has greatly expanded its services with an efficient staff under the direction of Miss Marjorie Shank. This busy office, like that of the business manager, has become a pattern for other institutions in its organization, equipment, and operation.

The State Normal School board discontinued the office of vice-president and in its stead created a faculty deanship in each of the five teachers colleges. The first dean of faculty at Southern was Professor George D. Wham, who had long been head of the Education department and a leader in the promotion of the teachers college both at Southern and in the educational councils of Illinois. Dean Wham's office was primarily that of administrative assistant, relieving the president's office of much of its burdensome detail. But in addition to his functions as dean Mr. Wham rendered a most important service to Southern in the development of the placement office. Dean Wham's commanding leadership in Illinois education gave him extensive acquaintance with school superintendents who greatly respected his judgment in teacher placement. Leaders among Southern's graduates were called to important positions throughout the state, including the Chicago area.

Placement of students in positions they were qualified to fill was originally a duty of the faculty as a whole, and for a long time individual members of the faculty, especially heads of departments, sought employment opportunities for students. W. O. Brown, as previously mentioned, was the first field representative of the school to visit and encourage students who had gone out to teaching positions in Southern Illinois. This follow-up service was revived by W. G. Cisne who succeeded Dean Wham as placements officer, with the additional assignment of director of alumni services. Mr. Cisne, like Mr. Brown, drew upon his previous experience as an effective county superintendent of schools. He frequently called to his aid other members of the faculty in this extension of the placement service by visitation.

An increasing demand for professionally trained teachers in the larger city systems changed the emphasis in placement from that of seek-

ing positions for Southern's graduates to that of meeting the calls of superintendents, which gradually drew from the local area some of its best talent and leadership. More attractive conditions and better pay farther afield have cost Southern Illinois dearly in this draining of its leadership. At present, placement at Southern is a highly specialized service with a fully staffed office under the direction of Mr. Roye R. Bryant ('30) who looks after a wide diversity of employment opportunities. Teacher placement, however, remains the major service.

The whole faculty's responsibility for administrative detail, which prevailed in the earlier period of pioneering, gradually gave place to differentiated assignment as the committee system evolved. In the beginning of this evolution the committees were appointed for specific administrative problems of minor importance and had no continuity of tenure as standing committees. The first was a committee of investigation of student misbehavior calling for disciplinary action by the faculty. Special occasions, school receptions, and the entertainment of guests were also provided for by appropriate committees of arrangement. Occasionally members of the faculty were called upon or volunteered their services for special assignment of some detail, and heads of departments exercised routine administrative authority.

Faculty meetings were held with much less frequency as the school grew in complexity of organization. A regular monthly meeting, which concerned itself principally with the larger issues of school policy, became the established order under Dr. Parkinson and has so continued to the present. The minutes of these meetings as reported in detail by Professor Smith, the secretary, indicate a great diversity of subjects considered and are suggestive of the earlier procedures which prevailed under Dr. Allyn when Parkinson was secretary of the faculty. As in the beginning, the close identity of instruction with sound administrative policy was maintained; in fact, the classroom teacher has never been completely detached from institutional management.

Occasionally Captain E. J. Ingersoll, local member and secretary of the board (1900-1905), sat in faculty meetings, not by way of undue officiousness, but to lend his strong influence in promoting Southern's building program. The institution still relied to a considerable extent upon local Carbondale backing, and this support was assiduously cultivated and generously given.

President Shryock called meetings of his faculty at irregular intervals and relied less upon collective action than had any of his predecessors. He had little patience with prolonged faculty debate upon what he regarded as trivialities. To some of his faculty, who understood him

least, Mr. Shryock presented the deceptive appearance of an autocrat, albeit a wise and benevolent one.

The Shryock administrative technique was to work with his faculty individually rather than in mass, and he contrived with the utmost sincerity to give each a feeling of importance and responsibility. Aside from the well established routine of the offices of dean, business manager, and registrar, much of the administrative detail was handled by standing committees of great functional importance. Such committees were created as need gave rise for them with the multiplication of administrative chores. The membership varied from three to a dozen or more, and a wide spread of faculty participation was achieved by change of personnel and by avoidance of plural appointment.

A standing committee formulated its own policies within the framework of its functions and carried them into effect, thus assuming a considerable administrative responsibility. Some committee assignments obviously entailed much more actual work than others, such being the Appointments or Placement, the Rooming Places and Employment, and the Social Life committees, which were precursors of highly specialized administrative offices. It is worthy of note that the school was only slightly less faculty administered than in the beginning, the difference being one of technique.

The registrar's office was relieved of a principal burden and its efficiency enhanced by the appointment of academic advisors for each of the classes and the rather large group of unclassified students. At first this counselling was little more than the interpretation of the college catalog in terms of the student's attainments and needs. It soon became, however, a service of major importance as it became more highly specialized and extended. The early committee on degree courses pointed the way to this development in counselling.

ADMINISTRATION — LATER DEVELOPMENT

The Civil Administrative Code of Illinois became effective when signed by Governor Frank O. Lowden, July 1, 1917, abolishing the local boards of trustees of the five state Normal schools and creating a state-wide unit board of control. Southern thus came under the administrative jurisdiction of the new Code Department of Registration and Education, which assumed the weighty responsibility of the higher education of the public school teachers of the state along with the licensing and registration of various vocations.

As defined in the law, the Director of Registration and Education became ex-officio chairman of the new state board, and the State Superintendent of Public Instruction ex-officio secretary, each without vote. Nine members additional were appointed by the Governor to serve six years. Beginning with a two, four, and six-year term for each third of the membership, the six-year appointment was intended to insure a continuity of service against the hazards of political change of state administration. The law also prescribed that the board should hold at least five meetings each year, one at each of the five schools under its control; the regularity of these meetings in rotation was not long continued, however.

It does not appear that partisan political considerations in any way influenced the selection of the first board. A high order of personnel of appointees has been consistently maintained, and members have been chosen for their civic prominence and interest in education. Each of the schools has usually been represented by a local member, sometimes an alumnus of the school.

As long as the board maintained its independence of Code Department control, as defined in the law, it gave great promise of achieving the high purposes which justified a unified state administration of teacher education. But gradually this independence of action was allowed to wane; the Director of the Department, a member of the Governor's cabinet, assumed responsibility for important decisions which could be ratified only after they were made. It was always possible for the Governor himself to intervene with a cleverly disguised hand.

The first unit board was distinguished for the number of prominent educators it included. Francis Wayland Shepardson, Ph. D., a University of Chicago professor of American history, became ex-officio chairman of that first board as Director of the Code Department of Registration and Education. State Superintendent Francis G. Blair was ex-officio secretary. Dr. William Bishop Owen was principal of the Chicago Normal School, and J. Stanley Brown was superintendent of Joliet Town-

ship High School and Junior College at the time of their appointment to the board. All had achieved distinction in the field of higher education.

Added to these were the five Illinois stalwarts among Normal school presidents: David Felmley, Henry W. Shryock, Livingston C. Lord, John W. Cook, and Walter P. Morgan, who, though not members of the board, were given a potent voice in its deliberations. It was an altogether impressive group of educational leaders. They were the men who transformed the Normal school into the fully recognized degree-conferring Teachers College. Whatever of unity was accomplished in the face of diversity of regional differences was largely the result of the President's Council which was held regularly in conjunction with the board meeting.

Difficulties inherent in the loss of local autonomy began to appear early and were subject to complaints from the presidents. These had to do chiefly with the independent authority of the Code Departments of Finance and Public Works and Buildings, and the State Civil Service Commission. There seems to have been a total unawareness in these departments of a local institutional emergency situation. Construction projects were sometimes authorized without consultation with the presidents or the board. Requisitions entailed long delays in clearing various offices and the desks within a single office. A distinctive tint of red in red tape which made presidents "see red" was an early development. The first hurdle of getting a legislative appropriation for a specific purpose was only the beginning of difficulties.

Roland E. Bridges, chairman of the budget committee of the board, was appointed business agent of the presidents and the board, in 1926, to expedite clearance of transactions with various offices at Springfield having any control over the budgeted funds of the schools. His long experience as a successful business man of Carbondale, his wide acquaintance and familiarity with the operation of the Code Departments, and, more especially, his knowledge of the situation peculiar to each of the schools made him a resourceful first business manager for the board.

A question arose as to the legality of the board's creating and paying for the services of a business manager when no funds were specifically appropriated for such purpose; and some of the presidents were loath to draw upon their limited budgets inasmuch as they had their own business managers. As a loyal alumnus of Southern and a devoted friend of President Shryock, Mr. Bridges may have been unjustly suspected of partiality to his alma mater. Admittedly it was a time when Southern needed a champion at Springfield. At all events, whatever the real cause, his office was discontinued after one year.

The essential services which Mr. Bridges so well performed were given their functional recognition when the board, several years later,

appointed a co-ordinator for the Teachers Colleges to serve under the direction of the chairman of the board. The men who have served in this capacity since 1937: Lucien A. File, Edwin McDonald, Elmer P. Hitter, and Charles G. Lanphier, have relieved the chairman's office of much of its burden of detail and have given the schools a more efficient board administration.

Following Mr. Bridges, a succession of board appointees from Carbondale, who served Southern as well as the other schools faithfully and well during the administrations of presidents Shryock, Pulliam, and Lay included Francis M. Hewitt, Sr., druggist and former State Senator, John D. Dill, insurance executive, and General Robert W. Davis, editor and publisher of the **Carbondale Free Press**. Mrs. Grace S. Wykes, civic leader of Benton, appointed in 1922, was the first woman member of the board and the first Southern alumna to represent the interests of Southern. These members are referred to as having represented Carbondale only in the sense that they could speak from intimate knowledge of Southern's problems, not that they were less devoted to the advancement of the other schools. As the presidents came to have less potent voice within the board they depended more upon local members.

The difficulties confronting the unit board as it operated under a Code Department are here summarized only for their relation to the administration of Southern. But vexatious delays, conflicting jurisdictions, withholding of funds appropriated, or wasteful spending by many unco-ordinated agencies were the common grievances of all the schools. The board made an effort, without success, as early as 1924 to recover the same degree of independent autonomy which the former local boards of trustees had enjoyed. This is still (1949) an objective being sought by the four schools remaining under the Code Department.

Changes of state administration came to be looked upon with dread, not so much that the president's tenure or that of any of his faculty was in jeopardy as that a new set of officials at Springfield had to be cultivated and made acquainted with the school's needs. County, central, and precinct committeemen also had to be satisfied in the filling of non-academic vacancies resulting from removal or creation of new jobs. This was the most annoying feature of political interference through the defective operation of state civil service.

The election of Superintendent Roscoe Pulliam of the Harrisburg City schools as sixth president of Southern, July 1, 1935, constituted a departure from the established custom of promotion from the ranks of the faculty. In face of this break with tradition by choice of a president from the field of public school administration, President Pulliam was confronted with some misgivings on the part of his faculty, an uneasiness which was soon replaced by full confidence and cordial support.

Mr. Pulliam was the first alumnus of Southern to become its president, and few alumni, if any, better understood the institution, both its strength and its weakness. He was among the first students to leave the classroom and join the colors in World War I. After service overseas, he returned to graduate from the two-year course at Southern, then began a career of successful school administration at Staunton and later at Bunker Hill. Mr. Pulliam earned his baccalaureate degree at Southern in 1925 and subsequently a master's degree at the University of Illinois.

With a background of valuable experience as progressive superintendent and employer of teachers, as active leader in the Illinois Education Association—especially its Southern Division—as a summer session teacher at Charleston, and as a frequent contributor to educational periodicals, Mr. Pulliam had very definite convictions of what he conceived a teachers college ought to be. He undertook no revolutionary break with the past at Southern—he was too much a product of the school and admiring disciple of Henry W. Shryock for that—but he gave a new emphasis to Southern's service to its area and greatly enhanced the school's prestige among teacher-training institutions. Mr. Pulliam was a daring leader, the drive of whose forceful personality took its inevitable toll of physical breakdown in mid-career.

Administrative policy at Southern took a distinctly new direction under President Pulliam. Basically, in theory and philosophy, it was an approach to the complete democratization of the internal management of the school by greatly increased participation by both faculty and students. The committee system as it had previously evolved was widely extended by creation of new committees and enhanced importance given to those already functioning.

A council of administration was created by President Pulliam to advise him in all matters he cared to lay before it. At first the membership of this council comprised those who were charged with the chief administrative responsibilities: dean of faculty, the personnel deans, business manager, registrar, director of teacher training, director of extension, and the head of the Education department. The council soon came, however, to include a representative of the faculty senate and two representatives of the student council. As a policy making body it was purely advisory, all decisions being left, as a legal requirement, for the president alone to make.

The council of administration met regularly once a week with the president, who placed great reliance upon its collective judgment. During the president's absence for any prolonged period the council carried on the *ad interim* administration. Its chief functional importance was that of serving as a steering committee in matters referred to the faculty as a whole, and it was highly useful as a co-ordinating body for an adminis-

tration which was becoming increasingly complex. In controversial decisions the president could, if he chose, fortify himself within the citadel of his cabinet council, a usage having time-honored sanction.

Faculty meetings were held regularly once each month and sometimes more frequently on special call. A wide range of subjects elicited free expression of faculty opinion; fruitless debate often prolonged its sessions, but everybody had his say, if he cared to say it. Any action taken by faculty vote was subject only to a possible review by the State Teachers College board. The president's office issued a weekly bulletin which kept the faculty fully informed of current developments in administration.

The voice of the faculty in general administration was best represented in a faculty senate which consisted of an elected member from each of the six divisions of the college—social studies, humanities, biological and earth sciences, physical sciences and mathematics, practical arts and crafts, and professional studies—and one member-at-large. To the extent that the faculty was actively interested in this representative body, it was a strong agency in maintaining a solidarity of highly intelligent collective action. Scholastic individualism, however, was not conducive to democratic procedures. Departmental rivalries, lack of unity of purpose within divisions, and inadequate representation in the Council of Administration curtailed its effectiveness as the voice of the faculty. Many considered the Senate as far too limited in its functions, therefore largely useless.

A new approach to student government and student participation in administration at Southern was made in 1936 with the creation of a representative student council. On the basis of studies made of student government in other institutions, a student committee, under the guidance of faculty advisors, drew up a plan providing for a council of sixteen elected members, four from each of the classes: freshman, sophomore, junior, and senior. This constitution was approved by unanimous vote of the student body, and the council began its operation as an autonomous group without faculty domination, except the necessary guidance provided by a committee of three faculty members who gave it consultant service and participated in its deliberations only on invitation of the council.

Previously, an appointive student council composed of eight students and eight faculty members, served as the voice of student interests; but the plan was too obviously faculty directed to be an authentic voice of the students. Initiative came principally from the faculty members of the council.

The new student council had well defined though limited functions, including those of serving as an important clearing agency for all student

petitions, appointment of student representatives on various standing or special committees, supervisory control of all student elections, management of Honors Day and other student assemblies, and control of student publications. All its actions, however, were subject to presidential veto, which was not often exercised. At its best the council did much to improve student morale and fostered a better "town and gown" relationship. The usual underground currents of student grievance so often productive of mischief were prevented. As an instrument of better community relations, the Student Council provided a responsible leadership which commanded respect.

This experimental venture in student government, based upon recognition of student adulthood and capacity for responsible leadership, was a distinct departure from the old system of strict regimentation and went far toward making the campus community a proving ground for genuine democratic action. It gave classroom theory a practical application in direct experience of the dangers which a workable democracy must everywhere face in prevailing indifference, or ignorance, or self-seeking leadership, or pressure and propaganda techniques. The student council at Southern declined in influence and effectiveness as these dangers increased, and more and more its legitimate functions were curtailed.

Early in the Pulliam administration the offices of dean of women and dean of men sought a better co-ordination of all activities concerned with student welfare, student aid, and student advisement. A Personnel Council was created whose members included the personnel deans; the advisers of freshman, sophomore, junior, and senior classes; the college physician; the registrar; the director of student employment; the business manager; and a representative of the Student Council. Its regular weekly meetings were productive of more effective student counselling, and brought about a greater unity of aim in all matters of student welfare and achievement.

An effective plan of pre-registration advisement was worked out by assignment of students to personal counsellors and much of the confusion of registration was eliminated. Under the direction of Miss Emma Bowyer, head of the English department and adviser of the freshman class, the induction and orientation of freshmen brought a great improvement in meeting adjustment problems. These problems, as they carried over into the sophomore year, were handled by Dr. Ted Ragsdale of the education department, who was adviser of the sophomore group. Dr. Ragsdale had the difficult task of safe-guarding the general education requirements, and, with Miss Bowyer, protected first and second year students against premature choice of majors.

Administration by committees as it developed under President Pulliam resulted in a high degree of decentralization and complexity and

some confusion of ill-defined and consequent over-lapping functions. Temporary committees on special assignment worked most effectively but sometimes performed functions of other established agencies. This was a way of getting action where those agencies were slow to function. Then, too, as new situations arose, they were often assigned to special committees when they might as well have been handled by the established administrative authority to which they properly belonged.

The standing committees which were purely advisory served administrative offices in determining policies the execution of which was the responsibility of the offices. They were usually helpful as a wholesome restraint against arbitrary or ill-advised action but might be a hindrance to efficient administration by division of responsibility. The social or student-life committee and the housing committee each served well its very essential functions in relation to the offices of dean of women and dean of men; so also the library committee, in relation to library administration.

Other committees were given executive authority. The bookstore committee established a much needed book rental system. An employment committee under the chairmanship of William McAndrew, with Mrs. Wanda Newsum Gum as executive secretary, administered the National Youth Administration aid to students. A cafeteria committee converted a principal campus nuisance into a valuable student food service. These committees are singled out for special mention as illustrative of effective service in a time of great need of help for impoverished students during the depression years, 1930-1940.

Those committees having particular significance in relation to an emerging university were the long-range planning committee and the curriculum committee. The former, under the chairmanship of President Pulliam and with the consultant service of Chance Hill, professional landscape architect of the Chicago area, evolved the first twenty-five year plan for an expanded campus and physical plant. But even now, less than ten years later, the long range vision of Mr. Hill has been largely supplanted by the greater plans for the immediate future. The curriculum committee, with Dr. John R. Mayor, head of the Mathematics department, as chairman, was representative of all the academic departments. No committee at Southern has been confronted with more controversial issues than those arising from the longstanding conflict between the upholders of the liberal arts tradition and the champions of a highly professional program of teacher education. The contest might with greater accuracy be called a three-way debate, the advocates of a greater emphasis on the practical arts demanding more curriculum recognition. The basic general education curriculum suffered as a consequence. Curricular adjustment by compromise usually lends itself to much mischief. Departmental vested interest in this instance, as in the earlier attempt at

revision at the beginning of President Shryock's administration, could be overcome only by authority imposed from outside. It was a fruitless contest but ultimately resolved itself into the creation of three distinct jurisdictions, a College of Liberal Arts and Sciences, a College of Education, and a College of Vocations and Professions when the University came into being.

Administrative procedure by committee action or that of the faculty as a whole was a democratic process which gave wide familiarity with the problems of internal management and intelligent collective concern for their proper handling, but it was a slow and cumbersome process, often inefficient, and lent itself to easy evasion of specific responsibility.

Some of the more serious defects and difficulties of an administration which had grown confusing in its complexity and unwieldy as a democratic procedure were corrected by a codification of the whole structure. A code, which sharply defined the functions of various agencies and focused responsibilities, did little, however, to simplify the organization. It was the work of a special committee whose membership was the administrative council. The committee devoted the greater part of two years to extensive studies of other college procedures; it also consulted all members of Southern's faculty who had anything to contribute to an efficient democratic organization. The so-called code or statutes, thus evolved as a result of compromise of divergent points of view, was adopted by more than a five-sixths majority vote of the entire faculty at its October meeting, 1940. Amendment was made comparatively easy, and the code called for periodic review to make it adaptable to rapidly changing conditions. The minority opposition to the code which long persisted was due to a misunderstanding of its purpose, which was neither to magnify nor to minimize the importance of any department or division. It merely described as clearly as possible the procedures then prevailing.

THE UNIVERSITY CAMPAIGN

While the Pulliam period (1935-44) is characterized by significant development in administrative policy, its most noteworthy achievement was the change in status from a high ranking teachers college to a university. Many seemingly unrelated factors contributed to this transition.

In the first place there was a strong regional need and demand from the beginning for a pre-professional liberal arts training beyond that strictly provided by the Normal-school curriculum. Many of Southern's graduates met the arbitrary requirements of their pledge to teach but had no intention of following teaching as a career; many others were released from the pledge by payment of tuition, and some evaded it. Professor Parkinson's alumni directory of 1914 covering the first forty years—the Normal school period—listed 681 graduates, only 53 of whom had taught fifteen years or more; other careers such as law, medicine, dentistry, farming, or business claimed 84.

Presidents Allyn, Everest and Parkinson, while holding to the institution's first obligation as a state-supported school to train teachers, recognized this regional situation with such curricular concessions as could legally be made. Dr. Allyn and Dr. Everest, being classical scholars with a clerical background, were not strictly Normal school men; certainly not in the sense that President Richard Edwards of the Old Normal had been. Moreover, the regional board of trustees, with its eye upon the largest educational needs of the area, had its own notions of what Southern Illinois Normal University ought to be; sometimes grandiose, perhaps, as when it proposed the establishment of a law school in 1875.

When Southern became a degree-conferring teachers college the liberal arts demand upon it increased, especially so when it attained its accredited standing. An ever increasing number of graduates from the best high schools of Southern Illinois were drawn to Carbondale because the costs were lower than elsewhere, and it was a first class school nearest home. The earlier church endowed schools, the pioneers among Illinois colleges, were in financial decline. Shurtleff and McKendree continued with diminishing church support; Ewing and Creal Springs College gave up the struggle. All Southern Illinois—31 counties—had come to look upon Southern as its only fully accredited college and demanded more and more that it expand its curriculum and grant liberal arts degrees.

President Pulliam was a tireless, aggressive, and effective salesman for Southern, and undertook many services during his administration,

which hitherto had never been offered. With a strong faculty of specialists in many fields the college entered upon an enlarged area program.

The Extension Division in the Pulliam administrative setup included much more than the offering of off-campus credit courses to meet a greatly increasing demand. Dr. T. W. Abbott, director of extension, became the co-ordinator of a wide range of public relations, including press, radio, regional research projects, and promotional meetings. Radio stations at Harrisburg (WEBQ), and Herrin (WJPF), and subsequently at Carbondale (WCIL) co-operated generously in giving time for college broadcasts; the Southern Illinois press indifference was changed to active interest in the progress of the school.

Student organization by counties, which had flourished in an earlier day, was revived and given a new force; the alumni received a strong promotional stimulus. Student leadership began to make itself effective beyond the campus as it carried Southern's interests to the home communities. Much favorable publicity was gained through numerous meetings of high schools drawn to the campus for contests, clinics, and festivals.

Southern's influence and leadership throughout the south third of the State grew by active participation in many organizations having for their purpose the promotion of the area, economic as well as cultural. The faculty was encouraged by President Pulliam to lend itself to this leadership as a part of the school's larger obligation. A variety of consultant services and aids were made available by the departments of economics, agriculture, biology, geography, government, sociology, and education. Regional research took on a new meaning for the area as it came to grips with the problems of the depression years.

The Southern Division of the Illinois Education Association looked to Southern for its chief support, as did its predecessor, the Southern Illinois Teachers Association, which had promoted the establishment of the Normal. Carbondale had long been its permanent meeting place and the campus facilities were more than taxed to capacity when the membership exceeded 2500.

Two new promotional organizations within the region, the Southern Illinois Incorporated and the Greater Egypt Association, received full support from Southern's faculty. The former was organized by O. W. Lyerla, banker and enterprising industrial leader of Herrin, and sought the economic development of southern Illinois. The latter came into being under the leadership of the late Will Griffith to emphasize the scenic and recreational possibilities which were pointed up in his periodical, **The Egyptian Key**. A reciprocal advantage accrued from Southern's relationship to these organizations in the advancement of Southern Illinois interests: support of an expanded curriculum and area service of South-

ern, and promotion of strong agencies seeking the betterment of the neglected region.

An extension of college service especially worthy of note was the establishment, in 1936, of a Child Guidance Clinic at Southern. This pioneering in a teacher-training institution was the work of Dr. W. A. Thalman of the education department, assisted by clinical psychologists, Dr. George Thompson and Drs. Douglas and Rachael Parry. Quite apart from its training implications for pre-service and in-service teachers—important as these are—the Clinic performs the larger function of diagnosis and consultative service in various types of child and adolescent problems in co-operation with the Institute of Juvenile Research in Illinois, various divisions of the State Welfare Department, and the Division of Services for Crippled Children. It is a continuing service throughout the year, maintained by the local staff of those concerned with special education, including the college physicians and guidance specialists. Of chief importance, however, is the quarterly two-day clinic, staffed by technicians of the Institute of Juvenile Research, which brings to the Clinic many cases by parents, teachers, administrators, and county courts.

Dr. Richard L. Beyer, head of the history department, organized a Southern Illinois Historical Society in 1939, as an affiliate of the State Historical Society, to stimulate regional interest and research in the rich resources of history and folklore. The society's meetings twice yearly, its historical pilgrimages, and its publication, *The Journal*, have produced wide-spread interest in the cultural history of Egypt and a recognition of the University's important role of leadership. Indirectly from this significant development Southern acquired (1943) a library of Lincolniana and Americana, a bequest from the late Clint Clay Tilton, Danville newspaper publisher and one time president of the Illinois State Historical Society. Gifts from many other donors have added to the Tilton collection, notably a generous cash contribution from C. T. Houghten, president of the Good Luck Glove Company of Carbondale and Metropolis. The Tilton Library gives promise of becoming an important research center, not only in the period of Civil War history but in regional history as well.

In order to encourage endowments and to facilitate the handling of all gifts to the institution involving investments, a non-profit corporation, the Southern Illinois University Foundation, was formed. It is modeled after the University of Illinois Foundation, and its business is transacted by a board of directors consisting of four ex-officio members, three members chosen from the University board, ten from the Alumni Association, and three other members. Many gifts, most of them small, had been made before the establishment of the Foundation; the gift of a three-acre tract, within what is now the expanded campus area, made by the Reverend and Mrs. F. M. Alexander of the class of '83, was the prompting motivation for the creation of a Foundation.

To mention only the larger gifts in recent years suggests the possibilities of increasing endowments as the needs of Southern are better understood. W. W. Vanderveer, president of the Alumni Association, gave in this Diamond Jubilee year, 5000 shares of common stock of the Ashland Oil and Refining Company with a valuation of \$118,750, the income to be used as a scholarship or loan fund. Dr. Thelma Louise Kellogg, for many years a popular member of the English department, bequeathed at her death \$25,000 in securities to provide scholarships for English majors. A scholarship grant of \$2000 was also made by Mrs. H. H. Evans of St. Louis. Among loan funds of lesser amounts are the William McAndrew Memorial Loan Fund, the William and Mary Gersbacher Fund, and the Lucy K. Woody Loan Fund. The last named was established by the local chapter of the American Association of University Women to honor a beloved dean of women who, over a long period of years, did much to help needy students, sometimes at personal sacrifice.

Southern bore an unusually heavy burden through the depression years and out of this burden found its greatest opportunity. All Southern Illinois had suffered the worst of those years in unemployment and general impoverishment; its relief rolls exceeded those of most regions. But these conditions of a blighted area brought a new awakening to undeveloped potentialities, to which Southern gave a strong impetus. It gave generously of the time and talent of its faculty in exploring all resources. A new conviction was born that "Egypt" need not be a land of poverty with the means of wealth at hand; a new spirit of enterprise came into being.

Southern welcomed the youth of the "lost generation" and somehow contrived to help them through college by the limited means at its command. Student employment was greatly increased, living costs were reduced, and student loans were provided. As never before in its history the institution became a self-help school. The National Youth Administration made it possible for hundreds to go through the four years of their college training. The strong departments of Southern found assistantships and fellowships in the great universities for the more promising graduates. It is the school's proud distinction that the achievements of these, its sons and daughters who went on to higher degrees, were made possible for many who could not otherwise have entered college. Some who attained the doctorate and found college positions or entered upon other careers had earned their entire expense as undergraduates at Southern.

The enrollment at Southern had reached 2180 by 1941. Every foot of available space was utilized, including basements hitherto used only for storage purposes. Housing and feeding at the lowest possible cost greatly reduced the normal standards of student living. A tin-can and "hot-dog" dietary under a system of light housekeeping was not condu-

cive to health. Cramped and unsanitary conditions were not wholesome; the multiplied inconveniences of overtaxed facilities were a severe test, but the spirit of Southern and the passion for learning were never higher. The trying years of adversity were laying the groundwork for a greater Southern.

Then came the campus depletion resulting from World War II. Over a four-year period Southern gave more than 3500 of its young men and women to that war, and twenty-eight members of its faculty entered various branches of service, military or civilian. Enrollment at Southern was reduced to 850. In spite of the disruption involving the temporary abandonment of some departments and the serious curtailment of the curriculum, the school maintained undiminished its high morale and carried its full share of the war's burden. Peacetime education was put upon a war footing for the duration; sacrifice was the order of the day, and all shared it cheerfully.

The Sixty-ninth College Training Detachment (Air Corps) was assigned to Southern for basic training, March 1, 1943, bringing to the campus a total of 1069 Air Cadets over a period of eighteen months. It was a constantly changing group with never more than 250 at one time, some remaining only a few weeks. Special courses, from technical to general, were offered by the faculty to cadets of varying abilities and backgrounds of preparation ranging from high-school freshmen to college graduates with master's degrees. They were, however, a body of earnest and responsive students who left a profound impression upon the school.

The cloistered professor was confronted with a unique experience in meeting a class of men in uniform who were ordered by their squad commander to rigid attention on his entrance. It was up to him to give the proper next command. "At ease" or "as you were" might be taken too literally, but lecture or quiz followed with something less than military precision. Here was a scholastic experience far removed from the long forgotten days of the Douglas Corps Cadets, when the faculty had nothing to do with Southern's military training program.

The head-aches and vexations—such as there were—appertaining to the Air Corps program at Southern fell chiefly to Dr. R. A. Scott of the chemistry department, and to Mrs. Alice DiGiovanna, the president's secretary, who acted as coordinators of the program. Housing and feeding of the cadets, provision of classrooms and assignment of instructors, reports and curriculum requirements entailed skillful management of detail with the limited facilities at hand. Southern felt itself very much a part of the war effort from the brief and transitory acquaintance with the light-hearted, singing cadets who were put through their strenuous paces on its campus. And how they could sing!

“Off we go into the wild blue yonder,
Climbing high into the sun.”

Southern's prestige as a leading Teachers College was enhanced by co-operation with thirty-three other colleges and universities (1939-41) in a nation-wide experiment for the improvement of teacher education. To be invited by the Commission for Teacher Education of the American Council was in itself a recognition in which Southern took great pride. The participation in this experiment also indirectly promoted the movement toward Southern's university status, although that was distinctly not its original purpose.

After a planning conference at Bennington, Vermont, at which Southern was represented by President Pulliam and others of his staff, a five-weeks' workshop was held at the University of Chicago, July and August, 1939. Five members of the staff from Carbondale took part in the workshop in formulating the main plans for the studies. A central committee for the co-ordination of Southern's participation was created with Hal O. Hall, principal of the University High School, as chairman. Many subcommittees were also appointed, and all departments and the entire faculty were actively enlisted. Incessant meetings and consultations gave the staff many busy weeks of work which was something more than mere "busy work." The interruption of the normal routine of the school amply justified itself in the net results.

The liberal provision by the American Council for the cost of the studies brought to the campus the consultant service of leading experts in the field of teacher education and enabled many of Southern's staff to attend workshops and visit other institutions in furtherance of the studies. Consultants, Drs. W. Earl Armstrong of Mills College, California; L. L. Jarvie of Rochester Athenaeum and Mechanics Institute; Ambrose L. Suhrie of New York University; and Maurice Troyer of Syracuse were valued counsellors who in no sense were captious critics or inspectors. They gave helpful direction to the most fruitful lines of approach.

The central committee formulated a frame of reference of fifteen basic assumptions concerning American life and its problems, in the light of which the whole curriculum and the teaching techniques were re-evaluated. A fine example was afforded of an institution's objective self-analysis, and while it fell short of attaining its objective of bringing educational practice into conformity with theory, it accomplished much of lasting value in setting new goals and standards. Particularly in the field of student personnel more effective methods of counselling and orientation were evolved.

An ill-advised attempt to make the central committee permanent as a substitute for the Administrative Council served to intensify other issues, chiefly curricular, which set the stage for the big drive toward

a university in fact as well as in name. Having passed through its own institutional soul-searching, Southern found its curriculum far too limited in scope to meet the needs of the area it served. It now became a settled conviction among leaders both on and off campus that Southern need surrender nothing of its enviable status as a teachers college in order to serve Southern Illinois adequately.

Pressures were increasing from an awakened area; students from the larger high schools were more and more demanding the liberal arts degrees and a release from the strictly teacher-training requirements. Costs at Southern, at the time, were not much more than half what they were in other institutions. Why should these young people seeking other careers than teaching take their last expensive year elsewhere? This was the question now insistently calling for answer. The institution continued to do its full share of providing trained teachers; in fact more than it could place; it felt an obligation to provide training for other thousands who could not afford to go elsewhere.

The organized drive for the university status for Southern included all of Southern Illinois and received no little state-wide support. Nothing has done more to unify and enlist all interests of the region since the days of the initial movement, seventy years earlier, for the establishment of the first Southern Normal. But unlike that first unity of effort, it fortunately has become a continuing force which augurs well for the future of a regional university. Southern Illinois Incorporated, with its progressive and widely influential membership, was in the fore front of the many organizations, civic, social, educational, fraternal, or otherwise, and now brought them together in a united cause which proved to be vastly more than an enlarged chamber of commerce promotional drive.

The Crisenberry Bills, introduced by Senator R. G. Crisenberry in the Sixty-second General Assembly (1941), served the purpose of only a preliminary trial of strength. The real contest was that fought out in the Sixty-third General Assembly resulting in a significant, though somewhat limited victory for the friends of Southern. Senator Crisenberry had the full support of all the senators of the south third of the State as co-sponsors of his bills. Final passage in the House, under the direction of Representative W. J. McDonald of the 44th District, was by a vote of 109 to 4, June 30, 1943. Southern had now attained a limited university status, and was empowered to grant liberal arts degrees and the master's degrees in education, but was barred from granting degrees in agriculture, engineering, law, dentistry, medicine, and pharmacy. It might establish colleges in any other fields and, in fact, did proceed to the creation of a liberal arts college and a college of vocations in addition to its college of education. The name of the institution remained unchanged.

At the time of the passage of the Crisenberry Bills, a commission was authorized to make a thoroughgoing survey of higher education in Illinois, for which \$25,000 was appropriated. So another survey was made whose motivation and accomplishment had best be left to the more objective appraisal of a future historian. It is permissible, however, to observe that the expensive duplications of a rival university, as charged by the opposition, have so far not materialized.

Groundless fears on the part of friends of the University of Illinois prompted much covert opposition to the assumed divided leadership of higher education. An inept remark by a prominent champion of those interests intensified the purely sectional issues involved. It was a suggestion to the effect that the young people of Southern Illinois would be better served by seeking their education elsewhere, as an escape from the "dry-rot" of the region. This remark was probably not meant to be deliberately offensive, but it gave Southern a call to battle. Southern Illinois has always been hypersensitive to any imputation of its lack of enterprise; moreover, the great university at Urbana had done far too little to help a blighted area to overcome its handicap. Happily this situation has greatly improved in recent years by better understanding.

Credit for Southern's achievement of its university status cannot be personalized except at the hazard of inadvertent, serious omissions. It was the work of a multitude of people, well organized and well directed, enlisting the active aid of the Illinois Federation of Womens Clubs, the American Legion of the 25th District, the Veterans of Foreign Wars, all organized labor, various business groups, and the Alumni Association. The campus phase of the campaign, including both staff and student leadership, has never shown the school to better advantage. For the amount of detailed work involved, special credit goes to Dr. W. B. Schneider of the English department, who headed the steering committee and made numerous statewide contacts; Dr. W. C. McDaniel of the mathematics department and Dr. Edward C. McDonagh of the sociology department provided the statistical data; Dr. Charles D. Tenney assembled and edited the publicity materials. But to list all who deserve a large share of credit is to compile a catalog.

THE UNIVERSITY IN OPERATION

Soon after the passage of the act giving Southern a limited university status, the bill was signed by Governor Dwight H. Green with cordial good wishes for the future of the new institution. The news was received with great rejoicing on the campus and throughout Southern Illinois; in fact, with more rejoicing, perhaps, than sobering sense of responsibility. Southern faced a new destiny with imperfect understanding and only vague notions of the difficulties immediately ahead. Little help could be expected from the leaders in higher education in Illinois, most of whom had yet to be convinced that the move was a wise one. It was an experiment which had to prove itself workable as well as expedient. That was the problem confronting the president, his faculty, and the leaders in Southern Illinois.

Dr. Pulliam (the honorary doctorate had been conferred upon him by Park College) was absent, having accepted a call to teach at the University of Chicago, at the time the news came in the second week of the summer session of 1943. On President Pulliam's return to the campus, a series of planning conferences, including all members of the faculty who cared to participate, and other invited educational leaders, took up for consideration the main lines calling for immediate development. The conferences were for the most part exploratory, as a teachers college groped its way toward a university and tried to adjust itself to a broadened concept of a liberal arts college and a college of vocations. Beyond these two areas of a university curriculum, added to that of the teachers college, the new university was not permitted to go, the conferring of professional degrees other than the Master of Science in Education being forbidden under the law which gave Southern its university status. The chief problem was one of defining clearly the college of vocations (afterward renamed College of Vocations and Professions) and the remaking of a vocational curriculum within the limitations prescribed by the law.

An important part of the adjustment, though incidental to the general planning, was a revision of the administrative code of procedures, which was undertaken by a committee of five members elected by the president's council and the faculty senate. Frequent and prolonged meetings of the faculty discussed, section by section, the proposals for change, none being accepted except by clear majority of all voting members. Progress was necessarily slow, but the time consumed was justified since a workable code required the indorsement of a unified faculty which was already beginning to think of itself as three separate faculties. Compromises, concessions, and adjustments were made in the interests of harmony.

The committee on code revision gave its best effort to a difficult and delicate task, inviting constructive criticism and suggestion from the entire faculty. Proposals involving departure from old procedures or organization were publicized in advance of faculty meetings, at which they were subject to revision, acceptance, or rejection. The aim was to preserve the unity of a university faculty by means of a code of procedures which all understood, each essential part in relation to the whole structure. Since the work of re-organization anticipated the appointment of deans and other administrative officials, the personality factor seriously complicated matters. These unfilled positions of high responsibility were naturally coveted by ambitious leaders, and it could unjustly be made to appear that the committee was acting with ulterior motives.

President Pulliam's illusion that an easy way might be found for controversial appointments was a constant source of embarrassment to the committee. Several weeks before the president's untimely death and during his most critical illness, the work of re-organization was abruptly suspended by order of the board, which did not look with favor upon any faculty action in the absence of the president.

A man of President Pulliam's restless energy, who had always lived strenuously, was prone to overtax his strength. Disabilities incurred from his service in World War I had placed a definite limitation upon his physical reserves, but in defiance of doctors' orders, he brought about his final collapse from overstrain. President Pulliam battled heroically for his life for several months, during which he directed affairs from the bed to which he was confined. One after another of those trusted to carry out his orders were summoned to his bedside. Occasionally his council was called to confer with him; no meeting of the faculty, however, was ever called except by his express orders. By force of his indomitable will he carried on his work almost to the very end, which came on the morning of March 27, 1944. President Pulliam's record of achievement during his nine years' presidency gives him a secure place in educational history. The greater work, however, remained unfinished, for he died at the threshold of a brilliant career when the emerging university most needed his courageous leadership.

A week after the death of Dr. Pulliam the Teachers College Board elected Dr. Bruce W. Merwin as acting president until a permanent choice could be made. Dr. Merwin had been a member of Southern's staff since 1929 and had received his training at the University of Kansas, where he earned the degrees A. B., B. S. in Education, A. M. and Ph. D. He was made director of teacher-training at Southern at a time of important development in the teacher-college program, which needed a better co-ordination of various phases of required practice teaching. Dr. Merwin expanded the service by introducing supervised cadet teaching

in some city systems, and by bringing the Carterville Community High School into the system.

Acting President Merwin was widely known throughout the state from his tireless activity in the Illinois Education Association and its Southern Division, and maintained a close relationship with the State Superintendent's office. His identity as a champion of the teachers college made his choice as acting president appear to be a re-action against the liberal arts aspirations of Southern.

The temporary tenure of acting president was so restricted by limitations imposed by the board as to leave practically no discretionary authority. No decisions or commitments could be made except by written approval of at least two members of the board's advisory committee for Southern. Some faculty promotions and salary adjustments were made, however. Little was done or could be done toward planning the university until a permanent choice of president was made, and the local members of the board, Mr. J. D. Dill of Carbondale and Mr. Lindell Sturgis of Metropolis, were constantly subjected to appeals, most of them over the head of the acting president.

Some progress was made in establishing a curriculum on the graduate level when the board at its meeting, January 1944, gave its approval of the program for Southern as it was presented by Dr. W. G. Swartz, chairman of the graduate studies committee. This was the first such program to receive not only full endorsement but also the commendation of the board. Graduate courses for the Master's degree in Education were first offered at Southern in the summer session of 1944. Previously, at the June commencement, the College of Liberal Arts and Sciences and the College of Vocations had conferred B. A. and B. S. degrees on seven-teen candidates.

In the meantime the board, through its committee on selection of a president of the new university, was seeking the best man for that high office. Prompt action had been promised, but the screening of numerous candidates took time. No fewer than thirty-seven applicants were considered, some of whom had high qualifications. Anyone who could present a sheaf of endorsements was given consideration, and there was much traveling about over the state by aspiring applicants seeking personal interviews with the eleven members of the board and resorting to varying degrees of pressure. It was a unique method of selecting a president of a university. But the board, with full sense of its responsibility, had the difficult task of finding "the one man who possesses all attributes necessary, leaving open no road to criticism of the Board with reference to meeting the specific requirements at Southern Illinois Normal University."

The screening process reduced the number of candidates to eleven

who were given an extended hearing by the board at a special meeting called at Springfield, August 30, 1944. Final selection was postponed for a subsequent early meeting on call which was delayed until December 18. Meanwhile, unrest and uncertainty on Southern's campus were intensified, and a rising sense of general indignation because of the delay made an all-but-intolerable situation for an acting president and his faculty.

A meeting of the board was held in Springfield, December 18, at which final choice was made from two men of excellent background. Dr. Chester F. Lay, professor of accounting and management at the University of Texas, was elected seventh president of Southern Illinois Normal University. Two weeks later, when Mr. Frank G. Thompson, chairman of the board, presented the new president to Southern's faculty and student body, Dr. and Mrs. Lay were received with an enthusiasm amounting to an ovation.

Dr. Lay was a native of Southern Illinois, his boyhood home being at Golconda. He received his high-school and undergraduate training at the Old Normal. His master's degree and the doctorate were earned at the University of Chicago. Dr. Lay had held various high-school positions, including the headship of the mathematics department of Bloomington (Illinois) High School, before he became instructor of commerce and administration at the University of Chicago. He served a year as head of the commerce department at Robert College, Constantinople, and on his return to the United States, held positions as professor in various universities. The twenty years preceding his call to Southern were spent at the University of Texas. With this impressive background he was distinctly a university man, with a rare opportunity awaiting him to shape the destiny of a new university.

The most urgent, immediate problem confronting President Lay on his arrival at Southern was to get a restoration of a proposed serious cut in the operating budget, a loss at a critical stage which would have greatly impeded the institution's development. Faculty, students, alumni, and friends of Southern gave the new president effective support in winning his first fight.

Plans for an early formal inauguration of President Lay were made to include a general university conference organized around the theme, "Impending Responsibilities of Colleges and Universities," which made the occasion both an installation of a president and the inauguration of a new university. Mr. Lindell Sturgis, chairman of the board committee on inauguration, left the details of arrangement to a faculty committee headed by Dr. Richard L. Beyer, who at the time was publicity director of Southern as well as head of the history department.

The inaugural ceremonies were attended by the representatives of forty colleges and universities, who participated in the sectional con-

ferences which followed the impressive formal induction of the new president. May 11, 1945, was made memorable as a busy day of forward-looking planning for the greater Southern then beginning. Governor Dwight H. Green's address inspired great hopes for the immediate future by his official statement:

"All of us are dreaming of a greater Southern Illinois Normal University in the future, and we are making concrete plans to carry those dreams into reality. Now pending before the General Assembly at Springfield is a postwar budget of permanent state improvements, to be erected just as soon as a return to peacetime conditions permits, that provides more than four and one-half million dollars for Southern Illinois Normal. It includes \$737,000 for the acquisition of land for the completion of a campus that will provide ample room for expansion throughout the next quarter of a century, and abundant recreational space in the immediate future.

"It includes more than two million dollars for the site and building of the training school which is so urgently needed. It also includes almost \$2,000,000 for a modern power plant, shops, store rooms, and feeder tunnels, which will give the University the necessary physical equipment to perform the broader functions of education for the people of Southern Illinois, which were authorized by legislation adopted by the last General Assembly which I was pleased to sign in 1943.

"Fortunately the money for these improvements is now available and will provide no new burdens on the taxpayers of Illinois. Frugal management of state affairs during the last four years has enabled your state administration to accumulate a vast surplus in the Treasury from which all the improvements in our \$127,000,000 postwar program can be financed. The program for Southern Illinois, which was included in the postwar budget I submitted to the General Assembly, has the approval of the Illinois Postwar Planning Commission; and I am confident it shortly will be authorized by the members of the legislature."

Both the Governor and Mr. Thompson, chairman of the board, especially stressed in their addresses the obligation to provide for the veterans who were already beginning their return to the campus in increasing numbers. President Lay's address presented a vision and a unique challenge for a regional university and gave the key-note for the conferences which followed. Among prominent alumni of Southern who

took part in the conferences were Dr. I. Owen Foster ('17), Professor of Education, Indiana University; Dr. Percival Bailey ('12), Professor in the College of Medicine, University of Illinois; Mr. Joel Lay, Public Relations Commissioner, National Manufacturers Association; and Mr. Frank G. Thompson, State Director of Registration and Education.

The University began to take shape without further delay when three colleges and the graduate school were given reality. Dean Monroe S. Carroll, of the School of Business, Baylor University, was brought to the campus for the summer session, 1945, and gave valuable assistance to President Lay in administrative problems, especially those having to do with the College of Vocations, which was now called the College of Vocations and Professions. Great care was taken in the selection of a dean for the new college, so important and yet so ill-defined. Dr. Henry J. Rehn, Professor of Business Management at Temple University, Philadelphia, was appointed dean and came to the campus early in the fall term of 1945. Dr. Rehn, a Certified Public Accountant, was a high ranking specialist in the field of commerce and business administration and had acquired a varied and practical experience in the business world, five years of it in the Orient.

Shortly before Dean Rehn's appointment, Dr. Eugene R. Fair of Mankato, Minnesota State Teachers College, was chosen dean of Southern's College of Education, already well established and needing only to be properly correlated with the other colleges of the university. Dr. Fair, a product of Teachers College, Columbia University, and of the University of Iowa, had been brought up in the finest teacher-college traditions, his father having for a long time been the distinguished president of North-east Missouri State Teachers College at Kirksville.

The deanship of the College of Liberal Arts and Sciences was filled before the end of President Lay's first year by the appointment of Dr. T. W. Abbott of Southern's chemistry department. This promotion was pleasing to Dr. Abbott's associates, as a merited recognition of his long service to the institution both in his department and as Director of Extension. The Liberal Arts College, which already had a well developed curriculum, now took its "separate and equal station" among the other colleges.

The Graduate School made notable progress under the direction of Dr. W. G. Swartz, who continued as chairman of the Graduate Studies Committee in addition to his headship of the government department. The first Master's degree in Education earned at Southern was conferred upon Arthur Madison Smith of Mt. Vernon at the June commencement, 1945; and at the end of the summer session, Lewis Ebb Etherton, county superintendent of Jackson County, completed requirements for the degree. Graduate assistantships were made available at \$75 per month and

attracted a group of superior students; the graduate curriculum was expanded and enrollment greatly increased without lowering the exceptionally high standards maintained by the graduate faculty.

Administrative changes were further brought about by important new appointments. Dr. Arthur J. Ter Keurst, acting dean of men at Macomb, was made full time dean at Southern. Miss Helen A. Shuman, former dean at High Point College, North Carolina, became administrative assistant to President Lay and then, after a few months, succeeded Dean Woody as dean of women. Dr. Charles D. Tenney, Professor of English and Philosophy at Southern, followed Miss Shuman as administrative assistant to the president.

The whole public relations set up was re-organized. Miss Lorena Drummond was appointed director of information service which now became a highly important function of the University. For a number of years she had held a similar position at the University of Texas. Dr. Orville Alexander of the government department returned from a two year's leave of absence (serving in the Legislative Research Bureau at Springfield) to reorganize the alumni services and to stimulate greater activity among alumni. Extension service was broadened to include area services as well as placements, and Mr. Raymond H. Dey was called from the principalship of Carbondale Community High School to be its full-time director. These changes in administrative organization, together with the highly efficient staff of the president's office, provided the facilities for greatly improved public relations for Southern.

Dr. Lay had entered upon his presidency with a serious handicap of misinformation concerning conditions at Southern, a misconception which was never quite removed. Aside from a brief period of unrest preceding his election, there was no problem of campus demoralization confronting him; certainly no justification for his mistrust of his faculty or student leadership. A strong faculty, for the most part on a university level, was ready to go forward and eager to be fully co-operative.

The building of a university required a more spacious stage than that which President Lay found, but it hardly called for a sweeping away of substantial foundations already laid. The sudden reversal of procedures and policies, well established and well understood, brought misunderstanding and confusion in adjustment. Petty irritations multiplied as the president's time became more and more absorbed in the minutia of detail of administration which could have been handled by trustworthy assistants. Resignations from the faculty became far more numerous than the shifts then common to colleges, entailing loss of able men—some deans and heads of departments—hard to replace. Confronted with the problem of increasing a strong faculty by replacements and new appoint-

ments, President Lay was unusually successful, however, especially so since the salary inducements were inadequate.

Pressures, chiefly off-campus and from a number of sources including active alumni and school leaders of Southern Illinois, were brought to bear upon the Teachers College Board, demanding a change of administration. The board recognized the situation by providing at its meeting, November 18, 1946, for "a thorough and complete investigation of the charges smoldering around Southern." Its publicity release, issued from Springfield, contained the significant statement:

"The Board was very emphatic in demanding that until the investigation is completed the school should have the undivided support and loyalty of the faculty, student body, alumni, educators, and all persons interested in the school, to keep Southern Illinois Normal University on the high educational plane which it deserves."

The date set for the investigation by the board acting as a committee of the whole was January 20, 1947. It was publicly announced as an investigation of the causes of "adverse publicity" when, as a matter of fact, publicity and press relations at Southern were never better handled, and student publications were strictly controlled. The entire faculty and some student leaders were summoned individually for questioning during the four days' sittings of the board at Carbondale; some citizens also volunteered to testify. If any disloyalty was uncovered, no action was taken against any member, but at the close of the investigation the faculty was convened in solemn conclave (the president being absent) to receive from the board an admonition to loyalty.

The board's investigation vindicated President Lay's administration, and a public statement was issued to that effect, but it failed to restore full confidence in his leadership. Despite this handicap, however, progress continued in the building of a university. The Sixty-fifth General Assembly changed the name of the institution to its legitimate title, Southern Illinois University. Recognition of this achievement was appropriately observed October 23, 1947, in a special assembly addressed by Dr. John Dale Russell, Director of the Division of Higher Education, U. S. Office of Education.

More important than a change of name was the emergence of a university in fact. Three colleges and a strong graduate school were now well established. After the resignation of Dean Fair and the brief acting deanship of Dr. Marshall S. Hiskey, the College of Education was given a new dean by President Lay's appointment of Dr. Douglas E. Lawson, a member of the education staff at Southern, who had been granted a leave of absence to take a principalship in Punahou School, Honolulu, and now returned to re-organize the rapidly expanding College of Education.



DR. CHESTER FREDERIC LAY,
Seventh President, 1945-1948

Research on a university level began when Dr. Carl C. Lindegren was appointed by President Lay, January 1, 1948, Research Professor of Biological Science. Dr. Lindegren, a product of California Institute of Technology, is an internationally known authority in the field of genetics. With research grants of \$5000 from the United States Health Service, \$15,000 from Anheuser-Busch, Inc., and the loan of equipment from Anheuser-Busch, Dr. Lindegren started university research and the training of research technicians at Southern.

The administration underwent a sudden, though not unexpected change when President Lay resigned to accept a call from Southern Methodist University, Dallas, Texas, September 8. The board promptly elected Dr. Delyte Wesley Morris of Ohio State University to be the eighth president of Southern. Dr. Morris, who assumed the duties of president September 10, was well known to the board, having been considered for the presidency four years earlier while still a member of the faculty at Indiana State Teachers College at Terre Haute. In the meantime he had been called to the speech department of Ohio State University, where he was a nationally recognized authority in his field.

Southern's eighth president is another native son of Southern Illinois with an abiding faith in the potentialities of the region. His boyhood home was Xenia, Illinois, where he received his elementary school training before graduating from Flora High School. Dr. Morris earned his A. B. at Park College, Missouri, his M. A. at the University of Maine, and the doctorate at Iowa State University. Called to Indiana State Teachers College, he made a distinguished record at Terre Haute in the field of speech handicaps before he joined the speech department at Ohio State University.

President Morris was elected by the Teachers College Board only a few months before an act of the State Legislature created an independent board for Southern. Under this appointive seven-member board (the State Superintendent serving ex-officio) the University attained a freedom of development it could not have under the State Teachers College Board. It is no disparagement of the Teachers College Board to say that it had the exceedingly difficult problem of dealing impartially with a university having its own specific needs quite different from the four State Colleges also under its jurisdiction, not that the sister colleges needed less but that Southern needed more. Fortunately, Southern Illinois University is now unhampered in the full development of its "over-active thyroid" as the **Chicago Tribune** called it.

SEVENTY-FIFTH ANNIVERSARY*

The last official meeting of the Teachers College Board having to do with the administration of Southern was held at Carbondale, May 5 and 6, 1949. The occasion was the inauguration of President Morris. Presiding at the formal ceremonies, May 5, was Mr. Lindell W. Sturgis of Metropolis; other members of the board who were participants in the program were Dr. Preston Bradley, Pastor of the Peoples Church of Chicago, and Mr. Noble J. Puffer, the newly appointed Director of Registration and Education.

Governor Adlai E. Stevenson honored the occasion with an address conveying the good wishes and promising generous support of the new State Administration. The presence of Governor Stevenson recalled to a few old timers the fact that his grandfather and namesake had made the commencement address at Southern in June, 1895, while vice-president of the United States in the Cleveland second administration.

The inauguration of Southern's eighth president was made especially impressive by the presence of the representatives of ninety-five colleges, universities, and learned societies or associations, a significant recognition of the young university and its new president. At the luncheon honoring President Morris and distinguished guests, Mr. W. W. Vandever (Ex. '09), President of the Ashland Oil Company of Cleveland, Ohio, presided; greetings were brought by President George D. Stoddard of the University of Illinois, State Superintendent Vernon L. Nickell, General Robert W. Davis, member of the Teachers College Board, and other official delegates.

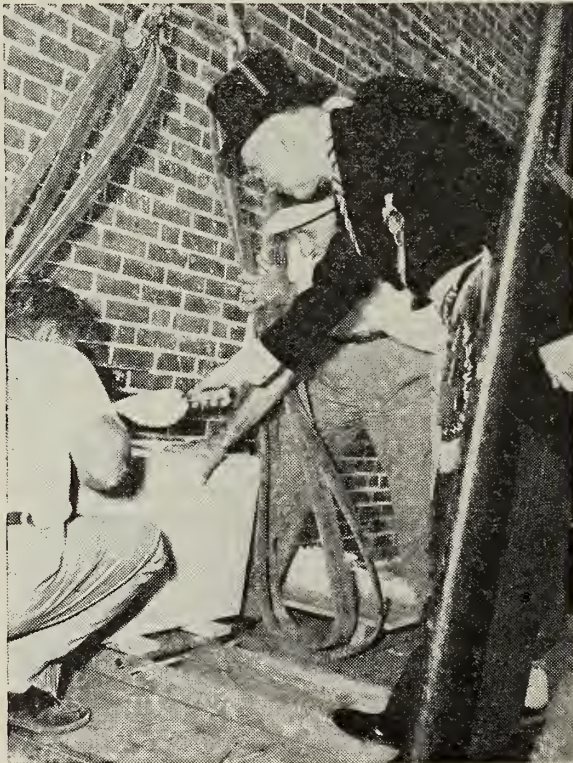
President Morris in his inaugural address emphasized the challenging opportunity of the regional university in the broadened scope of its service to the area. There is a sense in which every university, great or small, national or international in reputation, is a regional university in that it draws a very large per cent of its enrollment from the region of its locality; but to be uniquely regional the university must serve its area in distinctive ways, economic as well as cultural. This was the theme of the president's address stressing Southern's leadership obligation. But the address also paid generous and deserved tribute to an historic past which made the inauguration a fitting beginning of Southern's celebration of its Diamond Jubilee.

With the chief interest focused upon the immediate future of

*Acknowledgment is due **Illinois Education** and its editor, Miss Hope Angel, for kind permission to draw freely from an article entitled, "Diamond Jubilee," first published in the issue of April, 1950.

Southern, a commemoration of its seventy-five years of development, while not untimely, met the difficulty of arousing a proper degree of enthusiasm. In institutional history, as in any other history, there is too much the tendency to "let the dead past bury its dead," when actually the past is very much alive—for good or ill—and will not accept interment. The cloak of history is an ample robe which cannot be cast off with impunity, however conveniently desirable it may sometimes be to do so. Fortunate it is if it be wisely used, not merely as sentimental tribute to the soon forgotten path-finders of an elder day, but as precedent and possible guide to a greater future.

Interest in the Diamond Jubilee greatly increased with the progressive development of its various dramatic features. The directing committee which undertook the planning of the details was representative of the university administration, the new board of control, the faculty, alumni, and student leadership. All details were competently carried out by numerous sub-committees, each assigned a specific function in the total, complex organization. The immense labor involved was fruitful, not only in a highly successful celebration but especially as a manifestation of the highest type of school spirit and co-ordinated team work.



Cornerstone Laying, University School; By G.M. Fred I. Mills

It seemed appropriate in observance of the seventy-fifth anniversary to vivify the institution's significant past by means of pageantry, memorials, exhibits, reunions, and addresses, and to dedicate the anniversary to the alumni.

As carried out in detail it was an occasion made memorable in the institution's history. The two principal features of the Diamond Jubilee upon which attention was centered were Founders Day, July 2, and Homecoming, October 20-22, each of which called forth elaborate programs.

The Founders Day program of July 2 was in part a dramatization of Southern's first day of school, commemorating the opening of a summer session, July 2, 1874, when fifty-three students were enrolled. Dr. Allyn's first meeting with his faculty was re-acted in tableau with a student cast impersonating Dr. Allyn and his seven associates of that first faculty: Martha Buck, Charles W. Jerome, Cyrus Thomas, James H. Brownlee, Daniel B. Parkinson, Granville F. Foster, and Alden C. Hillman. Each was presented with introductory tribute by President Morris.



Tableau of First Faculty Meeting, "First Day of School, July 2, 1874"

Professor F. G. Warren, chairman of the education department, gave a brief sketch of what happened on the historic first day of beginnings. The principal address of the occasion was given by a distinguished alumnus, Dr. Ethan Allen Cross, dean emeritus of Colorado State College of Education at Greeley. His address, "Looking Before and After," appropriately gave emphasis to Southern's unique roll in educational history.

An important part of the Founders Day program was the laying of the corner stone of the new training school, a ceremony performed with the beautiful ritual of the Masonic Order, by Fred I. Mills, M. W. Grandmaster, A. F. A. M. of Illinois. This was in keeping with similar ceremonies in connection with Southern's first and second buildings. The Masonic procession with its Knights Templar escort in full uniform gave color as well as impressiveness to the scene. Twenty planes from the Memphis air base soaring above added a thrilling feature.

The training school building, whose cornerstone was laid July 2, 1949, had been ten years in reaching this point looking toward its sadly needed occupancy. An appropriation of \$522,750 was first secured for the building in 1939; re-appropriations with additions were made four times subsequently by the State Legislature, but vexatious delays due to a variety of causes make a sorry story in the face of a need so desperate.

The purely historical commemoration of Southern's 75th anniversary culminated in the elaborate Diamond Jubilee Homecoming, October 20-22. The usual annual homecoming, which in recent years had become the outstanding event of the school year, was now given an historical motivation. All planning and execution of detail was the fine cooperative effort of the student homecoming committee under the direction of Dr. Orville Alexander and the Diamond Jubilee committee.

The homecoming events began Thursday evening, October 20, with a reunion dinner, honoring emeritus faculty, older alumni, and former members of the State Teachers College Board. The address on this occasion was given by Federal Judge Fred L. Wham of Centralia, a student of Southern at the turn of the century. The beautiful ceremony of the coronation of the homecoming queen and the induction of freshmen concluded the evening's events.

Friday, October 21, was given over to campus tours and the reunions of older organizations, Kappa Phi Kappa, educational fraternity, and the old Zetetic and Socratic Literary Societies. These literary societies, which played so important a part in the life of the school in the earlier period, have long since been supplanted by modern developments in speech training and dramatics, but their revival with programs reminiscent of old times was a source of great interest to homecoming alumni. The programs were arranged by professors emeritus R. E. Muckelroy and W. G. Cisne, student leaders in these societies a half-century ago. Kappa

Phi Kappa held an informal reunion under its sponsor, Dr. Bruce Merwin, former national president of the fraternity.

An important feature of Friday's activities was the reception at Anthony Hall honoring members of the present university board and their wives. The new board was busy at the time with its plans for university expansion. Of the seven members appointed by Governor Stevenson, five are alumni of Southern: Leo J. Brown, M. D. of Carbondale; Kenneth Davis, businessman of Harrisburg; Guy A. Gladson, corporation attorney of Chicago; O. W. Lyerla, banker of Herrin; John Page Wham, attorney of Centralia. General Robert W. Davis of Carbondale, president of the new board, and Lindell W. Sturgis of Metropolis had resigned from the Teachers College Board to accept membership in the new board. State Superintendent Vernon L. Nickell is member ex-officio.

The Southern Illinois Historical Society held its semi-annual meeting on the campus as a part of the jubilee celebration and had as its speaker Dr. Richard L. Beyer of Erie, Pennsylvania, who was its organizer and first president.

The unveiling of a memorial plaque to General William McAndrew, long-time director of Southern's Athletics, was the principal feature of Saturday morning's exercises. John Stelle, former governor of Illinois and past national commander of the American Legion, gave an eloquent, brief tribute to General McAndrew. The memorial plaque was formally presented by Leland P. Lingle of the Physical Education department, acting for the memorial committee, and was accepted for the University by President Morris.

At midday Saturday the homecoming parade with more than a hundred floats was the greatest Carbondale has yet staged, and attracted an estimated 20,000 spectators. Southern's Maroons played Charleston before a capacity crowd on McAndrew Field, bringing to a close a memorable and historic homecoming.

Features incident to the usual homecoming were the annual play staged by the Little Theatre, Friday evening, and the alumni reception at Anthony Hall following the football game. Both were in keeping with the high spirit of the jubilee celebration.

The exhibits depicting seventy-five years of Southern's history were of chief interest to the hundreds of homecoming alumni who represented all classes from the middle 80's to the most recent graduates. Pictures, programs, school publications, year-books, diplomas, mementoes, statistical charts, and a variety of miscellaneous items were on display.

A large mural showing the institution's curricular evolution was a prominent feature, and a model of the temporary building which served for a period of three years after the destruction of the first university

building by fire in 1883. The old textbooks in use before 1900 were displayed and the scholarly and literary productions of more than forty of Southern's alumni were a valued contribution to the display.

Souvenir publications distributed to all guests included, besides artistic programs of all exercises, an historical brochure prepared by Miss Lorena Drummond, director of the information service; also a history of the old literary societies written by Mrs. Mae Trovillion Smith of the English department, and Southern's athletic history by Lynn Holder, basketball coach. Judge Fred L. Wham's Diamond Jubilee address of October 20, "Landmarks As Guideposts," was later issued as a University publication.

The major purpose of the Diamond Jubilee Homecoming was well achieved in its reunions of former students, some of whom returned to the campus for the first time after an absence of many years. Alumni reunions recall happy college memories, and reminiscence ranges far beyond the experiences of classroom learning. Indeed, it may have little connection with the major defined purposes of higher education, especially as carried out in formal instruction. What do the old grads most enjoy talking about as they foregather in reunions? The long deferred confessions of college escapades, the characterization or impersonation of college professors having marked eccentricities (nothing maliciously recalled), the triumphs and defeats of individual or group enterprise, and, above all, the life-enduring friendships or life-partnerships—all these and a multitude of other memories indicate that a very large and rich part of college experience is extra-curricular. College professors can with understanding accept the fact that student memories of inspired teaching are less vivid than those of personal contacts, including companionable association with great teachers.

Southern has never been conspicuously a match-making institution but it has had its full share of happy unions. Miss Martha Buck is affectionately remembered for the open-house hospitality which made her home in Carbondale a gathering place for student acquaintance and social diversion. Officially she was matron of Southern for a long period of years and as such performed the duties of a dean of women. When the office was created in 1926 as a condition of Southern's recognition, Miss Lucy K. Woody, head of the household arts department, became the first dean of women and the director of the student social program. An early organization of girls within her department, established by Miss Grace E. Jones, was called S. O. P. H. (still on pop's hands) but it was a professional club of Home Economics majors—Society of Professional Homemakers—not a matrimonial agency as the name might imply.

Student organizations and activities multiplied as the extra-curricular training for leadership became better appreciated. The old literary

societies, Zetetic and Socratic, so important for their time, gradually became less subject to censorious faculty control and gave rise to other societies similar in purpose. Boarding clubs under student management such as the old "B. J." Club and McAnally Club had social significance as well as economic in meeting the cost of student living. Good meals at \$1.25 a week (with small additional charge in strawberry season) suggest fond memories of a past now far remote. The cooperatives like Harwood Hall were a later development to meet the same problem of cost of living.

The Harwood Hall experiment in co-operative housing at Southern (1936-42) received wide and favorable publicity in the academic world. A private residence, formerly the home of Professor S. E. Harwood, was converted into a rooming-house, accommodating eighteen boys, who were working their way through school by campus employment. The property was first rented, and afterward purchased with an F. H. A. loan, which was negotiated by a group of faculty members, who assumed sponsorship of the project. It was so well managed by the boys that they not only maintained a fair standard of living at a cost not exceeding four dollars a week per member, but they met all charges against the property and actually accumulated a small reserve fund. Harwood Hall ceased when the boys were called to service in 1942. Eight other cooperatives, organized on the model of Harwood Hall, likewise went out of existence with the coming of the war.

Harwood Hall deserves a place in the record because of the outstanding student leaders it produced, many of whom went on to higher scholastic degrees and now occupy important positions in colleges, universities, or industry.

Organized houses became the established order at Southern, and then belatedly, the more pretentious sororities and fraternities came into being at Southern to serve a highly important phase of student life. A legitimate form of campus politics was the outgrowth of friendly rivalry between the more or less exclusive "Greeks" and the organized Independents.

Old methods of student control became less arbitrarily strict as new methods of guidance came into being. With reliance upon greater freedom of student initiative and the recognition of responsible student leadership, the disciplinary cases of misconduct diminished and school spirit ceased to manifest itself under cover and in lawless ways. A highly commendable pride in the institution and a loyalty which fights for its interests is Southern's finest tradition.

Seventy-five years as Normal, as Teachers College and as University have seen a host of Southern's sons and daughters go out to positions of leadership in various careers, many of them to high distinction.

Graduates with degrees number 4967; those receiving diplomas, 4565. To these can be added many thousands who have spent one or more fruitful years at Southern, and all are her children. Through all the changing years a trained leadership has been the institution's great objective in the processing of the area's richest resource.

APPENDIX A

FACULTIES AS LISTED IN CATALOGS, 1874-1949.

Abbott, T. W., A. B., A. M., Ph. D.,	1928-	*
(Chemistry; Director of Extension, 1939; Dean of College, Liberal Arts and Sciences, 1946; Professor of Chemistry)		
Adams, Elmer Franklin, B. S.,	1948-	*
(Faculty Assistant in Industrial Education)		
Aken, Mary Andrews, B. Ed., M. S.,	1949, Fall	
(Visiting Lecturer in Social Work)		
Alexander, Orville, B. Ed., M. A., Ph. D.,	1938-	*
(Political Science; Professor of Government; Director of Alumni Services, 1946)		
Allen, Carlos Eben, A. M., Ph. D.,	1894-1919	
(Latin, Greek, German, and French; Vice-President and Registrar, 1913)		
Allen, Edward L., B. Ed.,	1946-1948	
(Faculty Assistant, Rural Education)		
Allen, John W.,	1942-	*
(Museum; Instructor)		
Allen, Katherine Fox, A. B., B. S.,	1930-1935	
(Library)		
Allen, Phillip H., B. Ed.,	1932-1935	
(Carterville High School Critic; Science, Mathematics, Coaching)		
Allison, Lelah, B. A., M. A.,	1946, Spring & Summer	
(Instructor in English)		
Allyn, Robert, A. M., LL. D.,	1874-1892	
(Psychology, Ethics and Pedagogy; President)		
Alvis, Harry J.,	1898-1901	
(Instructor in Mathematics and Latin)		
Anderson, Ann C. (Hull)	1886-1893	
(Principal, Training Department)		
Armstrong, LaVerne, B. Ed.,	1932-1944	
	1946, Winter	
(Instructor, Carterville High School Critic, Commerce; Faculty Assistant, 1946)		
Arvin, Martin J., A. B., M. S., Ph. D.,	1949-	*
(Associate Professor of Physics and Astronomy)		
Babcock, Gladys W., B. S., M. S.,	1939-	*
(Instructor in Household Arts; Assistant Professor of Home Economics)		
Bach, Louise, A. B., A. M.,	1934-	*
(Critic, Junior High School; 1940, Instructor, University High School; Assistant Professor)		
Bailey, W. M., A. B., B. S., M. S., Ph. D.,	1914-1946	
(Assistant in Biology; Professor of Botany; Chairman of Botany, Emeritus, 1946)		
Bainum, Glenn C., A. B.,	1914-1923	
(Head of Music Department)		
Baird, Vern E., B. S.,	1948-	*
(Faculty Assistant in Biological Research Laboratory)		

*—The star indicates active service in 1949 or beyond.

- Baker, Beverly Iris, B. S., M. S.,1948- *
(Instructor in Economics)
- Baker, Sara S., B. Ed., M. A.,1928-1945
(Assistant Professor of History)
- Baldwin, Helen A., A. B., A. M.,1918-1945
(Instructor in Latin; Spanish, 1923; Associate Professor of Foreign Languages Emerita, 1945)
- Ballin, Hans1894-1896
(German and Physical Training)
- Barber, Julia Minnette, B. A., M. A.,1936- *
(English Department; Assistant Professor of English; Leave of Absence, 1949)
- Barbour, Frances, A. B., M. A.,1925- *
(Critic, Junior High School; Associate Professor of English)
- Barnes, Fred, B. Ed., M. A.,1938-1940
(Rural Critic)
- Barnes, Mary Louise, A. B., M. S.,1929- *
(Household Arts; Assistant Professor of Home Economics)
- Barnes, Sherman B., A. B., Ph. D.,1935-1946
(History Department; Associate Professor of History)
- Barron, Mary Noel, B. S., M. B. A., C. P. A.,1948- *
(Assistant Professor of Business Administration)
- Barry, Mary Eileen, B. A., M. E., Ph. D.,1946- *
(Associate Professor of Foreign Languages)
- Bartley, Lewis A., A. B., M. A.,1949- *
(Instructor in Business Administration)
- Barton, Thomas Frank, B. E., Ph. M., Ph. D.,1935-1946
(Head of Geography Department)
- Batson, Bonnie (McCormack) B. Ed.,1928-1930
(Library)
- Baxter, Joseph R., A. B., M. A.,1946- *
(Instructor in Latin American Culture; Assistant Professor)
- Beach, Cornelia, B. Ed.,1937- *
(Junior Department Stenographer; Secretary to the Business Manager; Purchasing Agent)
- Beimfohr, Oliver M., B. S., M. S.,1949- *
(Instructor in Geography and Geology)
- Beinke, Victor H., A. B., M. D.,1946-1948
(Associate University Physician, Associate Professor of Physiology and Health Education)
- Bell, Edith, A. B.,1918-1922
(Critic, Junior High School)
- Bell, James Franklin, Lieut., U. S. A.,1886-1889
(Military Science and Tactics)
- Beltz, Dorothy Sager,1949- *
(Faculty Assistant in Teacher Training)
- Benedict, Bruce W., A. B., B. S.,1949- *
(Chief Accountant; Business Office)

Bengel, John, Ph. D.,	1883-1886	
(German and French)		
Bengston, Caroline, A. M.,	1911-1912	
(Teacher in High School, First and Second Years)		
Benson, Willard A., B. S., M. S.,	1949-	*
(Instructor in Industrial Education)		
Bevis, Dora, B. Ed.,	1926-1938	
(Critic, Grade 3)		
Beyer, Richard L., A. B., M. A., Ph. D.,	1929-1945	
(History; Professor of History, Head of History Department)		
Bicknell, W. C., B. S., M. A., B. Ed.,	1946-	*
(Professor of Industrial Education, Chairman of Department)		
Bischof, Elizabeth, A. B.,	1948-	*
(Faculty Assistant in English)		
Bischof, Ledford J., B. Ed., M. S. in Ed.,	1946-	*
(Instructor, Assistant to the Dean of Men)		
Bitterman, Norman G., B. S., M. S.,	1948, Winter	
(Assistant Professor of Economics)		
Black, Amos H., A. B., M. A. Ph. D.,	1948-	*
(Associate Professor of Mathematics)		
Black, Richard V., M. Accts.,	1903-1919	
(Vocal Music and Athletics, Penmanship, Spelling, Bookkeeping; 1913, Head of Commerce Department)		
Blackman, Maxine H., A. B.,	1948-	*
(Faculty Assistant, Information Service)		
Boatman, Ralph, B. Ed., M. P. H.,	1947-	*
(Instructor in Physiology and Health Education, Health Co-ordinator; Acting Chairman of Department)		
Bohrod, Aaron	1942-1945	
(Artist in Residence, 1942-'44; Visiting Professor)		
Bolton, Cecil M., B. Mus., M. Mus.,	1947-1948	
(Assistant Professor of Music)		
Bolton, Robert M., M. D.,	1948-1949	
(Associate University Physician; Associate Professor of Physiology and Health Education)		
Bone, Allan H., B. Mus., M. Mus.,	1941-1947	
(Instructor in Music Department)		
Boomer, Simeon E., A. B., A. M.,	1911-1938	
(Mathematics till 1913; Physics; Head of Department)		
Borella, Henry M., B. S.,	1947-	*
(Faculty Assistant in Physics)		
Borkon, E. L., B. S., Ph. D., M. D.,	1936-1946	
(Assistant Professor of Physiology and Health Education, Associate College Physician.)		
Bosket, Dorotha, B. Ed.,	1943-1948	
(Faculty Assistant; Rural Education)		
Bosley, Howard E., B. Ed., M. A., Ed. D.,	1937-1949	
(Director of Library; Education; Associate Professor of Education)		
Bosley, Lora,	1945-1949	
(Faculty Assistant, Rural Education)		

- Bowden, R. D., A. B., 1936-1944
(Head of Sociology Department)
- Bowlby, Joel Morgan, 1899-1900
(Instructor in Arithmetic and Bookkeeping)
- Bowyer, Emma L., A. B., A. M., 1912-1947
(Assistant in Languages; Latin; Grammar, English, 1919; Acting Head of English Department, 1922; In Addition, Junior Examiner and Advisor, 1923; Freshman Examiner and Advisor, 1925; Professor of English; Chairman of Department Emerita, 1947)
- Bracewell, George, B. Ed., A. M., 1931- *
(Rural Training Schools Critic; Associate Professor of Rural Education)
- Bracewell, Mabel G., B. Ed., M. A., 1947- *
(Faculty Assistant in University High School)
- Bradley, Edna, 1945- *
(Nurse; Faculty Assistant in Physiology)
- Bradley, Ruth 1916-1918
(Instructor in Music)
- Brainard, Harry G., B. S., M. S., Ph. D., 1937-1946
(Head of Economics Department)
- Brandon, William, M. D., 1914-1915
(Instructor in Biology)
- Breinin, Raymond, 1943-1944
(Artist in Residence; Visiting Professor)
- Bridges, Frank A., B. Ed., M. A., 1943- *
(Instructor in Health Education; Instructor, University High School)
- Briggs, Harold E., A. B., M. A., Ph. D., 1945- *
(Professor of History, Chairman of Department)
- Brown, Leo J., B. Ed., B. S., M. D., 1949, Spring
(Associate Professor of Physics)
- Brown, W. O., A. B., 1914-1936
(Bureau Rural School Work; Superintendent, Rural Training School, 1925; Superintendent, Emeritus, 1936)
- Browne, George Mervin, 1903-1936
(Associate in Physical and Chemical Sciences; Head of Department; Professor Emeritus)
- Browne, Margaret (Karraker), A. B., 1920-1922
(Librarian)
- Brownlee, James H., A. M., 1874-1886
1897-1899
(Reading, Elocution, Literature, Vocal Music)
- Bruce, Beth, B. Ed., 1944-1945
(Executive Assistant in Administration)
- Brush, Bessie, 1904-1905
(Instructor in High School)
- Bryant, Roye, R., B. Ed., M. A., 1948- *
(Field Representative; Director, Placements Service, 1949)
- Bryant, Tracy L., B. Ed., A. M., 1919-1946
(Registrar, Business Agent; Commercial Department, Head of Dept.)

Bryden, Helen, A. B.,	1907-1919	
(Instructor in English, 1906-1908; Critic, 1908-1912; Instructor in Academic Branches, 1912; Assistant in English 1913; Composition, Literature)		
Buboltz, V., B. S., M. A.,	1937-	*
(Commerce Department; Assistant Professor of Business Administration)		
Bucar, John R., B. M., M. D.,	1949-	*
(Associate University Physician; Associate Professor of Physiology)		
Buchanan, George V.,	1886-1893	
(Mathematics — Military Tactics, '89-'93)		
Buck, Martha,	1874-1917	
(Grammar and Etymology; Matron)		
Buckman, Rollin E., A. A., B. A., M. A.,	1949-	*
(Instructor in Speech)		
Bunk, Elizabeth W., A. B., A. M.,	1929-1932	
(English Department)		
Burkett, Grace L.,	1908-1930	
(Drawing and Supervising Drawing)		
Burns, Winifred, A. B., M. A.,	1939-	*
(English Department; Assistant Professor of English)		
Burton, Arista,	1893-1897	
(History and Civil Government)		
Cagle, Fred, B. Ed., M. S., Ph. D.,	1938-1946	
(Biology, University High School; Assistant Professor; Curator of Museum)		
Cagle, Josephine Alexander,	1943-1945	
(Faculty Assistant, Museum)		
Caldwell, Delia, M. D.,	1921-1935	
(Biology; Physiology and Health Education, 1929; College Physician, Emerita, 1935)		
Caldwell, Mary (Easterly),	1894-1897	
(Bookkeeping, Physical Training and Penmanship)		
Caldwell, Norman, B. Ed., A. M., Ph. D.,	1946-	*
(Associate Professor of History)		
Camp, George C., B. A., M. A.,	1947-	*
(Assistant Professor of English)		
Candee, Jennie (Brush),	1879-1882	
(Drawing and Penmanship)		
Carey, Margaretta, B. S., M. A., M. M.,	1949-	*
(Instructor, University School)		
Carpenter, Aileen, B. S., A. M.,	1929-1939	
(Physical Education for Women)		
Carter, Harry Wesley, B. S. in Ed.,	1948-	*
(Faculty Assistant, Rural Education)		
Carty, Dorothy Keller, B. A., M. A.,	1941-1945	
(Instructor, Household Arts; Home Economics)		
Casebier, Eleanor, B. S., M. S.,	1949-	*
(Instructor, University School)		
Cassell, Irene, B. A., M. A.,	1946-1947	
(Instructor in English)		

- Cassell, Robert C., B. S., M. S., Ph. D.,1938-1945
1946-1948
(Agriculture; Associate Professor; Chairman of Department, 1946)
- Cavelia, Kathryn,1931-1936
(Sec'y to President)
- Cavender, Thera, B. S. in Ed., A. M., B. S., in L.S.,1947- *
(Librarian, Instructor)
- Cazel, Earl E., B. S., M. S.,1940-1942
(Instructor, University High School)
- Chamberlain, Dorothy B., B. S., M. D.,1942-1944
(Instructor)
- Chandler, Stewart C., B. S.,1940- *
(Consulting Entomologist)
- Chapman, Gorden J., B. S., M. A.,1948- *
(Instructor in Business Administration)
- Charlton, Aruba B., Ph. B.,1915-1917
(Critic, Primary Department)
- Cherry, George L., A. B., A. M., Ph. D.,1947- *
(Associate Professor of History)
- Cisne, Willis G., Ph. B., A. M.,1916-1945
(Critic, Junior High School; Principal, Junior High School, 1918; Superintendent, Elementary Training Schools, 1935; Professor, Director of Placements Emeritus, 1945)
- Clarke, John Q., B. S.,1948-1949
(Mathematics, Attucks School)
- Clark, Gladys Rice, B. S. in Ed., M. S.,1946-1949
(Instructor in Mathematics)
- Clark, Lawrence E., A. B., A. M., Ph. D.,1945-1949
(Associate Professor; Veterans Guidance Center)
- Clark, Lulu R.,1917-1940
(Critic, Primary Department; Assistant Professor, Allyn Training School; Emerita, 1940)
- Clark, Margaret, A. B.,1925-1926
(Librarian)
- Clark, Marshall Grant, B. S., M. S.,1947- *
(Assistant Professor of Agriculture)
- Clark, Martha M., A. B.,1948- *
(Faculty Assistant in English)
- Clegg, Isabel,1913-1915
(Assistant in Biological Sciences)
- Coker, Myrtle R. (Combs), A. B.,1913-1917
(High School Instructor, 1st and 2nd Grades; Assistant, Senior High School)
- Coleman, E. C., A. B., A. M., Ph. D.,1946- *
(Associate Professor of English)
- Colp, John L.,1946-1948
(Faculty Assistant in Industrial Education)
- Colyer, Frank Hall, A. B., A. M.,1897-1935
(Geography, History, Physiography; Head of Geography Department, 1930; Professor Emeritus, 1935)

Combs, Fuller, A. B., A. M.,	1923-1938	
(Secondary Latin)		
Conatser, Mary (Trail),	1925-1926	
(Training School Critic)		
Congreve, Virginia, B. A., M. A.,	1941-1944	
(Instructor, Physical Education for Women; Instructor, University High School)		
Correll, Walter K., B. S.,	1947-1949	
(Physical Education, Carbondale Community High School, Faculty Assistant)		
Cox, Dorothy, A. B., M. S.,	1943-1949	
(Instructor in Mathematics, Cartersville High School)		
Cox, Elizabeth A., A. M.,	1920-1949	
(English Department; Senior High School, 1925; Assistant Professor of English, Emerita, 1949)		
Cox, Flemin W., A. B., M. A.,	1929-1945	
(Geography Department; Associate Professor of Geography Emeritus, 1945)		
Cramer, Clarence H., A. B., B. S., A. M., Ph. D.,	1931-1946	
(History Department; Associate Professor of History)		
Crawford, Eugene E., B. S., B. S. F., M. S.,	1949, Spring	
(Assistant Professor of Zoology)		
Crawford, Mary, B. Ed., A. M.,	1928-1942	
(English Department)		
Crichton, Jane W., B. Ed.,	1946-	*
(Assistant in Personnel; Executive Assistant)		
Cunningham, Floyd F., B. Ed., A. M., Ph. D.,	1947-	*
(Associate Professor of Geography, Chairman of Department)		
Dallman, William P., M. A., Ph. D.,	1936-1945	
(Foreign Languages; Associate Professor of Foreign Languages)		
Davies, Dorothy R., B. S., M. A., Ed. D.,	1939-	*
(Assistant Professor of Physical Education for Women; Professor of Physical Education for Women; Chairman of Department)		
Davis, I. Clark, B. Ed., M. S.,	1949-	*
(Dean of Men; Executive Assistant)		
Davis, J. Cary, B. Ed., A. M., Ph. D.,	1930-	*
(University High School Critic; Associate Professor of Foreign Language)		
Davis, Washington Beatie, A. M.,	1897-1913	
(Principal of Grammar School; Bookkeeping; Physical Sciences, 1899-1913)		
Day, Mary B., Ph. B.,	1912-1917	
(Assistant Librarian; Head Librarian, 1913)		
Denny, Florence E., B. Ed.,	1929-	*
(School Nurse; Assistant Professor of Health Education)		
Dey, Raymond H., B. S., M. S.,	1946-	*
(Director, Extension and Adult Education)		
Dickerman, Julia (Scott), B. Ed.,	1913-1936	
(Instructor in Music)		
Dickerson, Maud E.,	1908-1909	
(Assistant Librarian)		

- Dietrich, Lydia (Ragsdale), B. Ed.,1925-1934
(Rural Training School Critic; Junior High School Critic)
- DiGiovanna, Vincent B., B. P. E., M. A., Ph. D.,1929-1946
(Physical Education for Men; Associate Professor)
- Dill, Elisabeth (Taylor), B. Ed., M. M.,1936-1938
(Music and French)
- Dillow, J. W., B. Ed., M. A.,1934-1948
(Rural Training Schools Critic)
- Dohanich, Carmen, B. Ed.,1943-1944
(Instructor, Carterville High School)
- Dorsey, May, B. M., M. M.,1947-1949
(Associate Professor of Business Administration)
- Drummond, Lorena (Jean), B. A.,1945- *
(Director of Publicity; Director, Information Service)
- Du Frain, Viola M., A. B., A. M., Ph. D.,1947- *
(Associate Professor of Business Administration)
- Durham, Louise, B. Ed.,1927-1931
(Office of the President; Assistant Registrar)
- Dykhouse, Claude J., B. S., M. A., Ph. D.,1947- *
(Associate Professor of Education)
- Eads, Mabel, B. Ed., M. A., M. S.,1929-1943
(Critic, Brush Training School)
- Eberhart, Sue Jackson,1948- *
(Registrar's Office)
- Eckert, Jacquelyn C., B. A., M. A., Ph. D.,1941-1943
(Government Department; Instructor)
- Eckhard, Gertrude,1919-1920
(Librarian)
- Edwards, Troy W., B. Ed., M. S. in Ed.,1947- *
(Instructor in University High School; Assistant Principal, University High School)
- Elliott, Charles Herbert, A. M.,1910-1913
(Superintendent, Training School)
- Elliott, Eileen E. (Quigley), B. S., M. A., Ed. D.,1948- *
(Professor of Home Economics, Chairman of Department)
- Ellis, Beulah N., Ph. B., Ed. B.,1909-1913
(Assistant in English)
- Ellis, Jacob Taylor, Ph. B.,1900-1906
(Principal, High School; Critic, Seventh and Eighth Grades; Superintendent of Training School, 1901-1905; Pedagogy and Principal of High School, 1905-1906)
- English, Robert W., B. S., M. A., Ph. D.,1940- *
(Instructor in Industrial Education; Assistant Professor of Industrial Education)
- Enrietto, Marjory M., B. S. in Ed.,1949- *
(Alumni Recorder; Executive Assistant)
- Entsminger, Mary E., Ph. B., M. A.,1922- *
(Critic, Grades 5 and 6; Associate Professor, Allyn Training School; University School)

Ervin, Hazel E. (Abbott),	1922-1931	
(Secretary to the President; Registrar)		
Ervin, Kenneth A., B. A., M. A.,	1947-	*
(Instructor in Art)		
Etheridge, Frances D., B. S., A. B., M. A.,	1925-	*
(Physical Education, Women; Assistant Professor of Physical Education for Women; Leave of Absence in Armed Service)		
Etherton, Lucile,	1943-	*
(Bursar)		
Evans, Lura E., B. S., M. S.,	1949-	*
(Instructor in Physical Education for Women)		
Everest, Harvey William, A. M., LL. D.,	1893-1897	
(Psychology and Political Economy; President)		
Fair, Eugene R., B. S., M. A., Ph. D.,	1945-1948	
(Professor and Dean of the College of Education)		
Faner, Robert Dunn, A. B., M. A., Ph. D.,	1930-	*
(English Department; Associate Professor of English)		
Farnham, Emily E., B. S. in Ed., M. A.,	1947-	*
(Assistant Professor of Art)		
Fehrman, Benjamin C., B. S., M. S.,	1949-	*
(Instructor in Agriculture)		
Felts, William Troy, Ed. B.,	1901-1936	
(Instructor in Mathematics and Bookkeeping; Associate in Mathematics, 1907-1913; Chairman of Mathematics Department, 1913; Secondary Examiner and Adviser, Third Year, 1923)		
Ferguson, Irene,	1893-1897	
(Assistant in Primary Grades)		
Fildes, Woodrow M., B. Ed., M. S.,	1948-	*
(Instructor in Mathematics)		
Finley, Essie C.,	1879-1893	
(Geography, Elements of Language)		
Finley, Willard L., B. S., M. S.,	1946-1948	
(Instructor in Chemistry)		
Fischer, Gilbert R., B. A., B. M., M. A., M. M.,	1949-	*
(Instructor in Music)		
Fishback, Woodson W., B. S., in Ed., M. A., Ph. D.,	1948-	*
(Associate Professor of Education)		
Fleming, Gertrude W. (Crichton), A. B.,	1917-1919	
(English Department)		
Fligor, Lucille H., B. S. in Ed.,	1944-	*
(Faculty Assistant, Rural Education)		
Fligor, R. Jean, B. Ed., M. A.,	1941-	*
(Instructor, Rural Training Schools; Instructor, University High School)		
Fly, W. C.,	1937-1942	
(Manager of the Book Store)		
Foote, Charles L., B. S., M. S., Ph. D.,	1947-	*
(Associate Professor of Zoology)		
Foote, Florence, A. B., A. M., Ph. D.,	1947-	*
(Assistant Professor of Zoology)		

- Forde, Lillian B., 1884-1885
(Drawing and Penmanship)
- Foster, Alice Belle (Kingery), B. Ed., 1923-1927
(Critic, Rural Practice School)
- Foster, Granville F., 1874-1883
(History, Geography; Librarian)
- Fox, Katherine (Allen), A. B., B. S., 1930-1935
(Library)
- Fox, Mae L., B. Ed., M. A., 1924-1944
(Critic, Brush Training School)
- Fox, Minna Louise, A. B., 1926-1930
(Critic, Junior High School)
- Frances, Emma, B. Ed., 1923-1932
(Typing and Shorthand)
- Franklin, Cecil C., B. S. in Ed., M. S., Dir. P. E., 1948- *
(Assistant Professor of Physical Education for Men; Chairman of Department)
- Freeberg, William, B. Ed., M. S., D. Rec., 1942- *
(Faculty Assistant; Assistant Professor of Physical Education for Men, 1949)
- French, George H., A. M., 1877-1917
(Curator; Natural History, Botany and Physiology '11; Physiology and Floriculture, 1911-'13)
- Fryar, Minnie Jane (Kessler), 1892-1905
(Instructor in Reading, Literature and Penmanship; Librarian, 1901)
- Fulkerson, Elbert, B. Ed., M. A., 1932- *
(Principal, Carterville High School; Assistant Professor, University High School)
- Furr, W. A., A. B., A. M., 1913-1935
(Superintendent of Training School)
- Gallegly, Robert L., B. Ed., A. M., 1946- *
(Chief Accountant; Executive Assistant)
- Garbutt, Cameron W., B. S., M. S., 1947- *
(Assistant Professor of Speech; Assistant Business Manager)
- Garrett, Carl, B. Ed., M. A., 1948- *
(Education, Brookport Public Schools)
- Garrett, Margaret, B. Ed., A. M., 1927-1946
(Library)
- Gassan, Caroline (Plochmann), B. A., M. F. A., 1949- *
(Instructor, University School)
- Gellerman, Louis W., A. B., M. A., Ph. D., 1936-1944
(Education Department)
- Gent, Verna, B. Ed., 1924-1938
(Training School Critic, Brush School)
- Gersbacher, Willard M., B. Ed., M. A., Ph. D., 1929-1930
1936- *
(Botany; Professor of Zoology, Chairman of Department)
- Gibbons, Alberta, A. B., A. M., 1921-1923
1928- *
(Mathematics; Practice Department, Allyn Training School; High School Mathematics, 1929; Assistant Professor, University High School)

Gilbert, John P., A. B., A. M.,	1911-1921	
(Biology and Agriculture, 1910-1912; Biology only, 1913, Head of Department of Biology)		
Gildemeister, Theda,	1893-1897	
(Principal, Model School)		
Goddard, Mary, B. Ed., M. S., Ph. D.,	1929-1939	
(Critic, Brush Training School; Botany Department)		
Goetz, Helen,	1946-	*
(Nurse; Instructor in Physiology)		
Goings, Mildred (Correll),	1925-1927	
(Training School Critic)		
Goodwin, Tina, B. Ed., M. A.,	1925-	*
(Brush Training School Critic; Assistant Professor, Allyn Training School)		
Graves, Louise F.,	1923-1925	
(Physical Education, Women)		
Gray, Anna Lois,	1910-1911	
(Assistant Librarian)		
Green, Inez I.,	1883-1897	
(Geography and Assistant in Mathematics)		
Grizzell, Mary Jane, B. Mus., M. Mus.,	1945-1947	
(Instructor in Music)		
Gross, Chalmer A., B. S. in Ed., M. S.,	1946-	*
(Instructor, University High School; Assistant Professor)		
Gross, Juanita A., B. S.,	1946-	*
(Faculty Assistant in English)		
Grubb, Donald R., B. S. in Ed., M. A.,	1949-	*
(Instructor in Journalism)		
Gubelman, Lillian, Ph. B., A. M.,	1914-1919	
(Associate in English)		
Gueffroy, Edna M., B. Ed., A. M.,	1927-1929	
(Social Sciences, Geography)		
Gunderson, John J., B. S., M. A.,	1949-	*
(Instructor in Industrial Education)		
Haddock, Ruth, A. B., M. A.,	1948-	*
(Assistant Dean of Women, Assistant Professor)		
Hadley, Elbert H., B. S., M. S., Ph. D.,	1947-	*
(Associate Professor of Chemistry)		
Hall, Dilla, B. Ed., M. S.,	1924-	*
(Mathematics and Physics; Principal, Critic, Junior High School)		
Hall, Earl R., B. S. in Ed., M. A., D. Ed.,	1946-1948	
(Assistant Professor of Education)		
Hall, Emerson, B. Ed., M. S., Ph. D.,	1929-1946	
(Critic, Brush Training School; Associate Professor of Rural Education)		
Hall, Hal, B. Ed., M. of Bus. Adm., Ed. D.,	1936-1945	
(University High School Critic; Commerce, Physical Education, Principal University High School)		
Hall, William H.,	1890-1893	
(Assistant in Grammar and Arithmetic)		
Hanford, Juliette, A. B.,	1927-1929	
(English Department)		
Hanford, Marguerite (Bills),	1916-1917	
(Critic, Intermediate Department)		

Hankla, Golda D., B. Ed., M. A., B. S. in L. S.,	1938-	*
(Library, Instructor)		
Hardin, Sarah M., B. S.,	1923-1928	
(Special Critic, Grades 3-6; High School Biology)		
Harlan, William H., A. B., A. M., Ph. D.,	1946-1948	
	1949-	*
(Assistant Professor of Sociology)		
Harris, Charles, A. M.,	1886-1888	
(German and French)		
Harris, Jesse W., B. S., M. A., Ph. D.,	1939-	*
(Associate Professor of English)		
Harris, Stanley E., Jr., A. B., M. S., Ph. D.,	1949-	*
(Associate Professor of Geography and Geology)		
Hart, Fay, A. B., B. L. S.,	1930-1943	
(Library)		
Hartley, Reba, B. S., M. S.,	1942-1946	
(Nurse; Instructor, Physiology and Hygiene)		
Hartwig, Hellmut A., A. B., M. A., Ph. D.,	1948-	*
(Associate Professor of Foreign Languages)		
Harwood, Samuel E., A. M.;	1893-1910	
(Mathematics to 1905; Pedagogics and Superintendent of Training School, 1905-1910)		
Hawkins, May S., B. Ed.,	1927-1939	
(Critic, Rural Training School; History, Senior High School, 1932)		
Hayes, May,	1918-1920	
(Instructor in Music)		
Hedges, Anne Placko, B. S. in Ed.,	1945-1947	
(Faculty Assistant in Education)		
Heicke, Dorothy E., A. B.; B. S. and M. A. in L. S.,	1947-	*
(Library; Instructor; Assistant Professor)		
Henderson, Mary, A. B.,	1923-1925	
(Mathematics; English Department, 1924)		
Henderson, Ruby Price, B. Ed., M. A.,	1946-1948	
(Instructor, Allyn Training School)		
Herron, Miriam, A. B.,	1922-1925	
(Librarian)		
Hester, Edna A.,	1905-1907	
(Librarian)		
Hickson, Elizabeth C., A. M.,	1920-1927	
(English Department)		
Hill, Audrey (Lindsay), B. Ed., M. S.,	1941-1947	
(Instructor; University High School)		
Hillman, Alden C.,	1874-1883	
(Principal, Preparatory Department; Arithmetic)		
Hills, Violet I.,	1920-1923	
(Instructor in Music, Chorus)		
Hines, Harold C., B. S., M. S.,	1946-1949	
(Instructor in Music; Director of Band)		
Hinrichs, Marie A., A. B., Ph. D., M. D.,	1935-1948	
(College Physician, Head of Health Department)		
Hiskey, Marshall S., B. S., M. S., Ph. D.,	1946-	*
(Associate Professor of Psychology; Professor of Guidance and Special Education, Chairman of Department; Dean of Men, Professor of Psychology)		

Hites, Laird T., A. B., A. M., D. B., Ph. D.,	1945-1948	
(Associate Professor; Veterans Guidance Center)		
Hodges, Harlan, B. Ed., A. M.,	1947-1948	
(Instructor in Physical Education for Men)		
Holder, Lynn C., B. Ed., M. S. in Ed.,	1946-	*
(Instructor in Physical Education for Men; Assistant Professor; Basketball Coach)		
Hollenberger, Inez L.,	1903-1921	
(Physical Training women; Matron of Anthony Hall)		
Holmes, Fadra R.,	1912-1922	
(Critic, Grades 3 and 4; 5 and 6, 1913; Supervising Critic, Intermediate Department, 1915)		
Holt, Edgar Allan, A. B., M. A., Ph. D.,	1928-1931	
(History; Head of History Department, 1930)		
Holt, Katheryn, A. B., M. A.,	1928-1930	
(English Department)		
Holtrop, William F., B. S., M. Ed., Ed. D.,	1948-1949	
(Associate Professor of Industrial Education)		
Hopper, Jennie,	1895-1897	
(Stenographer and Clerical Assistant)		
Horrell, Clarence William, B. Ed., M. S.,	1949-	*
(Instructor in Journalism)		
Hotton, Alfred D., B. S.,	1922-1924	
(Biology; Physics, 1923)		
Howe, W. A., B. Ed., M. S.,	1949-	*
(Instructor in Industrial Education, Director of Physical Plant)		
Howell, Mabel, B. Ed.,	1939-1947	
(Cashier; Accountant)		
Hoyle, Billy, B. S. in Ed., M. S. in Ed.,	1948-	*
(Instructor in Mathematics)		
Hull, John, A. M.,	1875-1893	
(Mathematics, Pedagogy and Superintendent of Model School; Psychology, Ethics, School Law; Registrar '91-'92; President 1892-'93)		
Hunsinger, Paul, B. A., B. D., M. A., Ph. D.,	1949-	*
(Instructor in Speech)		
Hunt, Albert,	1920-1923	
(Commercial Department)		
Hunter, Arthur E., B. Ed.,	1946-1948	
(Faculty Assistant in Zoology)		
Husband, Ruth (Fults), B. S., A. M.,	1929-1945	
(Critic, Brush Training School; Instructor, Allyn Training School)		
Hutchinson, Sue (Dodd), A. B.,	1918-1920	
(Critic, Junior High School)		
Hypes, Cornelia Allyn (Whittlesey),	1905-1910	
(Librarian; Assistant 1905-1907; Head 1907-1910)		
Ikard, Misanna, B. S., M. S.,	1947-1949	
(Faculty Assistant in English, Attucks High School)		
Ingli, Donald A., B. S., M. A.,	1947-	*
(Assistant Professor; Director of Audio-Visual Aids Service)		
Inglis, Samuel M., A. M.,	1883-1894	
(Mathematics till '85; English Literature, Elocution, Vocal Music and Calisthenics, 1885-1894; Secretary of Faculty, 1892-1894)		

- Ismert, Charles R.,1913-1917
(Stenography and Typewriting)
- Isom, Kathleen, B. S. in Ed.,1947-1948
(Physical Education, Carbondale Community High School)
- Ivanuck, Theresa, B. S. in Ed.,1947-1949
(Faculty Assistant in Physical Education for Women)
- Jacobs, John, B. S.,1945-1946
(Faculty Assistant in Education)
- Jaquish, J. H., B. S.,1923-1927
(Music, Head of Department)
- Jerome, Charles W., A. M.,1874-1890
(Greek, Latin; Registrar)
- Johnson, Agnes J., B. S., M. A.,1939-1944
(Instructor, Allyn Training School)
- Johnson, Herbert E., B. Ed.,1946-1948
(Faculty Assistant in Economics and Geography)
- Johnson, Joseph K., A. B., M. A., Ph. D.,1947- *
(Professor of Sociology, Chairman of Department)
- Johnson, Marvin E., B. S. in Ed., M. S.,1948- *
(Instructor in Industrial Education)
- Johnson, Robert A., A. B., M. S., Dir. P. E.,1949- *
(Instructor, University School)
- Jonah, Julia (Neely), A. B., A. M.,1926- *
(Critic, Junior High School; Associate Professor of English)
- Jones, Grace E.,1909-1929
(Household Arts, Head of Department)
- Jordan, Roy Vail, B. Ed., A. B., M. A.,1948- *
(Assistant Professor of Education)
- Kaeiser, Margaret, B. S., M. S., Ph. D.,1947- *
(Assistant Professor of Botany)
- Kaplan, Harold M., A. B., A. M., Ph. D.,1949- *
(Associate Professor of Physiology; Acting Chairman of Department)
- Kawachi, Bessie,1947-1949
(Faculty Assistant in Biological Science and Research)
- Keefe, Leonard J., B. Ed., M. A.,1940-1948
(Instructor, University High School; Assistant Professor of Business, 1946)
- Keesee, Leota (Munger),1901-1904
(Vocal and Instrumental Music)
- Keidel, Theresa, A. B., A. M.,1929-1932
(Critic, 4th Grade, Allyn Training School)
- Kellogg, Thelma L., A. B., A. M., Ph. D.,1929-1947
(English Department)
- Kelsey, Alice (Wright), A. B., M. A.,1925- *
(Assistant Professor of Mathematics)
- Kennedy, Claire, B. Ed.,1942-1944
(Secretary to the President)
- Kerley, Ruby, B. Ed., B. S., A. M., in L. S.,1948- *
(Library, Assistant Professor)
- Kesnar, Maurits, M. A., Ph. D.,1946- *
(Professor of Music, Chairman of Department)
- Kiel, Wanda Ruth, B. Ed.,1943-1945
(Faculty Assistant; Secretary to President)

King, Florence R.,	1911-1936	
(Critic, Grades 1 and 2; Supervising Critic, Primary Department, 1915; Instructor Emerita, 1936)		
Kirk, James, A. M.,	1895-1910	
(Superintendent of Training School, Pedagogy, School Law)		
Kite, Grace E., B. S., M. A., B. S. in L. S.,	1941-	*
(Instructor, Librarian; Assistant Professor, Chief Circulation Services Librarian)		
Klimstra, Willard D., B. A., M. S., Ph. D.,	1949-	*
(Assistant Professor of Zoology)		
Klingberg, Frank L., A. B., A. M., Ph. D.,	1946-	*
(Associate Professor of Government)		
Knudson, Lillian B., B. S., M. S.,	1949-	*
(Assistant Professor of Zoology)		
Kohler, Richard J. C., B. Ed., M. A.,	1947-	*
(Instructor in Industrial Education)		
Kohlstedt, Mildred, A. B.,	1926-1930	
(Library)		
Krappe, Edith Smith, A. B., A. M.,	1929-	*
(Assistant Professor of English)		
Krause, Annemarie E., B. S., M. S.,	1930-	*
(Assistant Professor of Geography)		
Krysher, Alice (Livingston),	1884-1886	
(Assistant in Primary Department)		
Lander, Pauline W.,	1948-	*
(Nurse, Instructor in Physiology)		
Landis, Judson T., A. B., A. M., Ph. D.,	1939-1945	
(Assistant Professor of Sociology; Acting Head of Department)		
Lane, Mabel Sickman, B. Ed., M. S. in Ed.,	1943-	*
(Rural Education; Instructor, University High School)		
Langdon, Dorothy N., B. Ed.,	1946, Fall	
(Faculty Assistant in Zoology)		
Larson, Henrietta, Ph. D.,	1926-1930	
(History and Civics)		
Larson, Merville P., B. S., M. S., Ph. D.,	1946-1948	
(Associate Professor of Speech; Chairman of Department)		
La Salle, Myra M.,	1907-1908	
(Manual Training)		
Lauder, Fred E., B. S. in Ed., M. A.,	1934-1943	
(Carterville High School Critic, Science, History, Coaching)		
Lawson, Douglas E., A. B., M. A., Ph. D.,	1935-	*
(Assistant Principal, Brush Training School; Dean of the College of Education; Professor of Education)		
Lay, Chester F., Ed. B., M. A., C. P. A., Ph. D.,	1945-1948	
(President, Professor of Education and Personnel Administration)		
Lee, C. A.,	1918-1919	
(Commercial Department)		
Lentz, Blanche (Pugh), A. B.,	1933-1934	
(Secretary to the President)		
Lentz, Eli Gilbert, A. B., A. M.,	1914-	*
(Assistant, English Department; Mathematics, 1915; Assistant, Senior High School, 1916; History and Civics, 1917; Secondary Examiner and Advisor, 2nd Year, 1923; Dean of Men, 1935-1945; Curator, Clint Clay Tilton Library; University Professor 1948)		

- Lewis, William M., B. S., M. S., Ph. D.,1949- *
(Assistant Professor of Zoology)
- Liebig, Irene, B. Ed., M. S.,1945-1948
(Faculty Assistant in Home Economics)
- Lill, Patricia, B. Ed.,1943-1944
(Faculty Assistant, Rural Education)
- Lindegren, Carl Clarence, B. S., M. S., Ph. D.,1947- *
(Professor of Microbiology; Chairman of Department; Director, Biological Research Laboratory)
- Lindegren, Gertrude,1947- *
(Faculty Assistant in Biological Science and Research)
- Lingle, Fred K., B. Ed., A. M.,1932-1944
1946, Summer *
1948- *
(Carterville High School Critic, English and Social Science; Instructor in English; Assistant Professor, University High School, 1948; University English Department)
- Lingle, Georgia, B. Ed., M. A.,1943-1946
(Instructor, Carterville High School)
- Lingle, Leland P., B. Ed., M. A.,1927- *
(Associate Professor of Physical Education)
- Lippitt, Ronald O., B. S., M. A., Ph. D.,1940-1942
(Education Department)
- Lockwood, Bonnie A., B. Ed., M. S. in Ed.,1945- *
(Faculty Assistant in University High School; Instructor, University High School, 1948)
- Lodge, William P.,1919-1920
(Physical Training, Men)
- Logan, C. C., B. S.,1923-1946
(Agriculture; Assistant Professor, University High School; Emeritus 1946)
- Lufkin, Arizona (Auten),1901-1904
(Physical Training, Women)
- Lucke, William H., B. S., M. S., Ph. D.,1949- *
(Assistant Professor of Physics and Astronomy)
- Lynch, Margaret Shaw, B. S. in Ed.,1946, Fall
(Faculty Assistant in Physical Education for Women)
- Lynn, Dorothy Keese (Lawson),1916-1917
(Instructor in Music)
- Lynn, Thelma, B. A., B. S., M. S.,1945- *
(Library; Assistant Professor)
- Magnus, Dorothy B., B. S., M. A.,1936-1944
(Speech Department)
- Malone, Willis E., B. Ed., A. M., Ph. D.,1939- *
(Critic Rural School, University High School; Education Department, Assistant Professor)
- Manering, Naomi, R. N.,1942- *
(Faculty Assistant, Nurse)
- Manning, Ruth E., B. S., M. A.,1938-1941
(Carterville High School)
- Mallams, June, B. Ed.,1943-1945
(Faculty Assistant, Rural Education)
- Marberry, William M., B. Ed., M. A.,1939- *
(Assistant Professor of Botany)

Margrave, Wendell, B. Ed., A. M., Ph. D.,	1929-1946	
(Assistant Professor of Music)		
Marschik, Frank A., B. Ed.,	1946, Summer	
(Faculty Assistant in Industrial Education)		
Marshall, Eugenia J. (Rainey),	1909-1910	
(Assistant Librarian)		
Marshall, Mary Louise,	1914-1917	
(Associate Librarian, 1914; Librarian, 1916)		
Martin, Glenn, B. Ed., M. A.,	1938-	*
(Associate Professor of Physical Education for Men; Director of Athletics)		
Martin, Mary (Combs), A. M.,	1924-1926	
(Training School; Critic, Junior High School)		
Matthies, William R., B. S., M. S., C. P. A.,	1948-1949	
(Assistant Professor of Business Administration)		
Morton, Ward M., A. B., M. A., Ph. D.,	1949-	*
(Associate Professor of Government)		
Mason, Julia F. (Parkinson),	1874-1876	
(Principal of Primary and Model School)		
Mather, Adaline N., S. B., Ph. D.,	1949-	*
(Assistant Professor of Microbiology)		
Maverick, Lewis A., B. S., M. A., Ed. M., Ed. D., Ph. D.,	1949-	*
(Professor of Economics; Head of Department, 1948)		
Mayhew, Maude, Ph. B., M. A.,	1924-1944	
(Brush Training School Critic)		
Mayor, John R., B. S., M. A., Ph. D.,	1935-1948	
(Head of Mathematics Department)		
Mazurek, Walter, B. A.,	1946-	*
(Faculty Assistant in Physical Education for Men)		
McAnally, Mary C. (Moss),	1888-1889	
(Assistant in Grammar and Arithmetic)		
McAndrew, William, A. B., LL. B.,	1913-1919	
	1921-1943	
(Athletics and Physical Training; Head of Physical Education for Men, 1930)		
McBride, Jenolar, B. Ed., M. A.,	1947-1948	
(Faculty Assistant, Elementary Education Attucks School)		
McBride, William, B. S. in Ed.,	1948-	*
(Faculty Assistant in Physiology and Health Education; Instructor in Health Education, 1949)		
McClellan, D. S., B. Ed., M. S.,	1941-1943	
(Instructor in Chemistry)		
McCown, Ruth,	1926-1929	
(Critic, Grade 3)		
McCrary, Jack Smith, A. B., M. A.,	1949-	*
(Instructor in Sociology)		
McCreight, Charles Rockwell, A. B., M. A.,	1938-1946	
(Junior High School Critic, Instructor; Superintendent Physical Plant)		
McDaniel, W. C., B. S., M. Ph., Ph. D.,	1939-	*
(Associate Professor of Mathematics; Chairman of Department, 1949)		
McDavid, Elizabeth Harris, B. A., M. A., Ph. D.,	1941-1943	
(English Instructor)		

- McDonagh, Edward C., A. B., A. M., Ph. D.,1940-1946
(Sociology Department; Assistant Professor of Sociology)
- McGrath, Robert A., A. B., M. A., Ph. D.,1949- *
(Assistant Professor of Government)
- McIntosh, David S., B. M. E., M. A.,1927- *
(Associate Professor of Music; Head of Department to 1947)
- McKinney, Augusta (Mead),1897-1901
(Stenographer and Clerical Assistant)
- McLane, Helen, B. S., M. S.,1939-1941
(Instructor in Physical Education for Women)
- McLeod, Archibald, A. B., M. A., Ph. D.,1947- *
(Associate Professor of Speech)
- McMahon, Eva, B. L. S.,1907-1908
(Assistant Librarian)
- McNeil, Mary Lou (Harris), B. S. in Ed.,1944-1948
(Assistant Registrar)
- McNeill, Elsie Parrish, B. Ed.,1933-1947
(Critic, Rural Training Schools)
- McNeill, Mary M.,1897-1910
(Instrumental Music)
- McNicoll, Robert, A. B., M. A., Ph. D.,1946-
(Associate Professor of Latin American Culture)
- McOmber, Anne, A. B.,1913-1920
(Assistant in Commercial Department)
- Meehan, Elizabeth, B. Ed., M. A.,1941- *
(Rural Education; Instructor Allyn Training School; Instructor, University School)
- Meeks, Wilkinson W., A. B., M. S., Ph. D.,1947-1949
(Associate Professor of Physics)
- Mees, John D., B. Ed., M. S.,1946- *
(Assistant Professor, Principal, University High School)
- Melson, Elizabeth R., A. B., M. A.,1941-1942
(Instructor, Carterville High School)
- Melvin, Mary Belle, B. Ed., B. S. in L. S.,1947- *
(Instructor, Library; Periodicals and Binding Librarian)
- Merwin, Bruce W., A. B., B. S. in Ed., A. M., Ph. D.,1927- *
(Education Department; Assistant, Department of Education, 1928; Assistant Superintendent of Practice School; Supervisor of Student Teaching, 1929; Acting President, 1944; Professor of Education)
- Mezo, Jane N.,1948- *
(Nurse; Physiology)
- Middleton, Nettie H.,1876-1878
(Assistant Curator of Museum)
- Milbrant, H. G., A. B.,1907-1909
(Assistant in Latin, German, and French)
- Miles, Edward V., Jr., B. Ed., A. M.,1919- *
(Commercial Department; Economics, 1933; Business Manager; Associate Professor of Economics)
- Mirabal, Eva,1946-1947
(Artist in Residence)
- Mitchell, Jennie (Montague), A. B.,1914-1920
(Assistant in English)
- Mitchell, Sarah F. (Bailey), A. B.,1920-1923
(Critic, Junior High School)

Moake, Frank B., B. S. in Ed., (Faculty Assistant in English)	1948-1949	
Moe, Kate E., B. S., M. S., (Assistant Professor of Music)	1947-	*
Moore, Raymond, (Instructor in Music)	1913-1917	
Morris, Delyte W., B. S., M. A., Ph. D., (President)	1948-	*
Morrison, Vernon G., B. S., M. A., (Assistant Professor of Economics)	1947-	*
Morse, Richard L., B. Mus., Ed., M. Mus., (Assistant Professor of Music)	1948-1949	
Mott, Sina M., A. B., M. A., Ph. D., (Critic, Allyn Training School; Associate Professor of Education)	1936-	*
Muckelroy, Renzo, B. S., M. S., (Professor of Agriculture; Assistant in Agriculture till 1913; Chairman of Department; Emeritus, 1945)	1911-1945	
Mueller, Robert E., B. S., M. M., (Instructor in Music)	1948-	*
Muller, Robert H., A. B., A. M., Ph. D., (Professor, Director of University Libraries)	1949-	*
Mundkur, Balaji D., B. S., (Faculty Assistant in Biological Science and Research)	1948-1949	
Murphy, Agnes G., A. B., A. M., Ph. D., (Foreign Languages)	1935-1936	
Murphy, Aileen Davis, (Faculty Assistant; Secretary to the Business Manager)	1944-1947	
Murray, Earl W., B. S. in Ed., (Registrars Office)	1948-	*
Muzzey, Dorothy, B. A., A. M., (Assistant Professor of Physical Education for Women)	1928-	*
Muzzey, Merrill T., B. A., M. A., (Instructor)	1942-1944	
Myers, Virginia E. (Pillow), Ph. B., (Critic, Teacher)	1925-1930	
Nagle, Olga L., (Faculty Assistant in Biological Science and Research)	1948-1949	
Narber, Helen Louise (Moritz), B. S., M. S., (Assistant Professor, Allyn Training School)	1945-1947	
Nash, Helen M., (Drawing and Penmanship)	1874-1879	
Neal, Charles D., B. P. S. M., A. M., M. S. in Ed., D. Ed., (Associate Professor of Education; Acting Principal of Allyn Training School; Director of Teacher Training)	1948-	*
Neckers, James W., A. B., M. S., Ph. D., (Professor of Chemistry; Chairman of Department)	1927-	*
Neckers, Jeannette, B. A., (Faculty Assistant in Speech)	1946-1949	
Neely, Charles N., B. Ed., A. M., (Cartersville High School Critic, English and Social Science; 1936, University English Department)	1932-1937	

- Neftzger, Aline (Van Natta), B. Ed.,1927-1930
(Critic, Brush Training School)
- Nelson, Lois H., B. S. in Ed.,1945- *
(Commerce, Carbondale Community High School; Secretary to the President)
- Neufeld, Anna Klassen, B. A., M. A.,1945- *
(Assistant Professor of Foreign Languages)
- Newbern, Arthur, B. Ed.,1948, Spring, Fall
1949, Spring
(Social Science, Attucks School)
- Newsum, Wanda (Gum), B. Ed., A. M., Ph. D.,1916-1922
1935-1946
(Head of Physical Welfare Department, Girls; Curator, Museum, 1918; Director of Student Employment; Assistant Dean of Women, Sociology; Assistant Professor of Sociology)
- Nolan, Russell M., A. B., A. M., Ph. D.,1929-1938
(Social Sciences, History; Economics Department, 1932)
- O'Brien, William E., B. S. in Ed.,1948- *
(Physical Education for Men)
- Ogden, Susie, B. Ed., M. A.,1931- *
(Assistant Professor of Business Administration)
- Olson, Delmar W., B. S., M. A.,1940-1946
(Instructor in Industrial Education)
- Olsson, Phillip H., B. M., M. M.,1949- *
(Instructor in Music; Director of Band)
- Ong, Ira M.,1907-1908
(Vocal Music and Orchestra)
- Ott, Loretta Keough, B. S. in Ed.,1948- *
(Dean of Women's Office)
- Pain, Louise,1941-1945
(Fine and Applied Arts, Faculty Assistant)
- Pardee, Charles J., A. B., B. D., A. M.,1929- *
(Assistant Professor of History)
- Paris, Gus E., B. A., M. A.,1949- *
(Instructor in History)
- Parker, Louise O'Neill, R. N., B. Ed.,1946-1948
(Faculty Assistant in Physiology and Health Education; Instructor in Health Education)
- Parkinson, Alice (Feirich),1913-1920
(Critic, Grades 3 and 4; Critic Intermediate Department, 1915)
- Parkinson, Daniel B., A. M., Ph. D.,1874-1913
(Secretary of Faculty, 1874-1892; Registrar, 1892-1897; President, 1897-1913; Physics and Chemistry, 1894-1897, Psychology, 1897-1913)
- Parkinson, Raymond F.,1914-1915
(Assistant in Biological Sciences)
- Parks, Lizzie (Skinner),1897-1900
(Primary Teacher)
- Parrish, John B., A. B., Ph. D.,1939-1946
(Assistant Professor of Economics)

Parry, Douglas F., B. A., M. A., Ph. D.,	1942-1946	
(Instructor, Psychology)		
Parry, Rachael A., B. A., M. A., Ph. D.,	1943-1946	
(Psychology)		
Parsons, Lydia G. (Hodge),	1911-1915	
(Assistant in Music)		
Patterson, Alice (DiGiovanna), B. Ed.,	1934-1942	
	1943-1944	
	1949-	*
(Secretary to the President; Secretary to Board of Trustees)		
Paterson, Charles, B. Ed.,	1936-	*
(Assistant Professor, University High School)		
Payne, Anna D., B. Ed.,	1932-1935	
(Carterville High School Critic, English)		
Peacock, Vera Louise, A. B., A. M., Ph. D.,	1930-	*
(Chairman of Foreign Languages Department; Professor of Foreign Languages)		
Peay, Lulu (Cross),	1901-1913	
	1919-1920	
(Stenographer and Clerical Assistant till 1910; Secretary to the President 1910-1913; Acting Secretary to the President, 1919-1920)		
Perkins, Grace L., B. Ed.,	1946-1947	
(Elementary Education, Attucks Elementary School)		
Peters, Mabel Katherine,	1911-1912	
(Instructor, Ninth Grade; Critic, Seventh and Eighth Grades)		
Petersen, Louis C., B. S.,	1908-1940	
(Manual Training; Head of Industrial Arts Department)		
Petroff, Louis, B. A., A. M., Ph. D.,	1940-	*
(Acting Head of Department of Economics; Assistant Professor of Sociology)		
Phelps, William Neal, Ed. B., M. A., Ph. D.,	1941-	*
(University High School, Professor of Education)		
Phillips, Etna (Letzinger), Ph. B.,	1910-1911	
(Librarian)		
Phillips, Frances, B. Ed., M. A.,	1944-	*
(Instructor in Health Education)		
Phillips, Ruby Webb, B. S. in Ed.,	1948, Spring	
(Faculty Assistant in Art)		
Phipps, Lloyd P., B. S., M. S.,	1941-1945	
(Agriculture, University High School)		
Pierce, John Martin, A. B., A. M.,	1892-1894	
	1899-1935	
(German, French, and Physical Training Instructor, and Associate in Languages, 1901; Emeritus Professor, 1935)		
Piper, Herbert B., B. S.,	1913-1917	
(Assistant in Agriculture)		
Pitkin, Minnie Mae, A. B., M. S.,	1945-	*
(Instructor; Assistant in Personnel)		
Pitkin, William A., A. B., M. A., Ph. D.,	1945-	*
(Associate Professor of Social Science)		

- Plochmann, George Kimball, B. A.,1949- *
(Instructor in Philosophy)
- Plummer, John F., Jr., B. S.,1949- *
(Instructor, Univesity School)
- Porter, Verna,1943-1944
(Auditor)
- Power, Esther M., A. B., A. M.,; B. A. (Honors),
M. A., Oxford University,1929-1946
(English Department; Associate Professor of English)
- Powers, Floyd A.,1908-1915
(Voice, Theory, and Public School Music)
- Price, Dalias A., A. B., A. M.,1947- *
(Assistant Professor of Geography)
- Pride, Carl, B. S., M. S.,1949- *
(Instuctor in Mathematics)
- Pritchard, Harold K.,1921-1923
(Music)
- Pulliam, Mabel,1945- *
(Director, Student Housing)
- Pulliam, Roscoe, B. Ed., A. E. F., M. A., LL. D.,1935-1944
(President)
- Purdy, J. R., B. S., M. A., Ph. D.,1929-1948
(Mathematics; Associate Professor of Mathematics)
- Rafalko, Joseph Stanley, B. A., M. S., Ph. D.,1947- *
(Associate Professor of Zoology)
- Rafalko, Margaret M., B. Ed.,1947- *
(Faculty Assistant in Biological Science and Research)
- Ragsdale, Ted R., B. Ed., A. M., Ph. D.,1925- *
(Rural Training School Critic; Education Department, 1931; English Department, 1932; Professor of Education, Director of Teacher Training, 1949)
- Rahe, Harves C., B. S., M. A.,1944-1946
(Assistant Professor of Commerce)
- Rainbow, Raymond S., Jr., A. B., A. M.,1949- *
(Instructor in English)
- Randle, William L., B. Ed., M. S. in Ed.,1945- *
(Instructor, Veterans Guidance Center)
- Randolph, Victor, B. Ed., M. A., Ph. D.,1935- *
(Part Time Critic, Rural Training Schools; Instructor; Assistant Professor of Education, 1943; Associate Professor of Education)
- Raut, Anna Caroline, B. S., Ph. D.,1948- *
(Assistant Professor of Microbiology; Biological Research Laboratory)
- Raymond, Mary Alice (Parkinson), B. S.,1882-1884
(Drawing and Penmanship)
- Rector, Alice Phillips, B. Ed., M. S. in Ed.,1946- *
(Instructor; Assistant to the Student Life Deans)
- Reed, Alex, B. S., M. S.,1946- *
(Instructor, University High School; Assistant Professor in Agriculture, 1949)

Reed, Hugh T., Lieut. U. S. A.,	1880-1883	
(Military Science and Tactics)		
Rehn, Henry J., B. S., M. B. A., Ph. D., C. P. A.,	1945-	*
(Professor; Dean of the College of Vocations and Professions)		
Reilly, Carl Nelson, B. S. in Med., M. D.,	1949-	*
(University Physician, Director of Health Service, Associate Professor of Physiology)		
Resnick, Robert S., B. M., M. M.,	1949-	*
(Instructor in Music)		
Reyes, Jose Luis, B. A., B. S.,	1947-1949	
(Faculty Assistant in Foreign Languages)		
Rieke, Evelyn Davis, B. S., A. M., M. Ed.,	1937-	*
(Foreign Languages, University High School; Assistant Professor, Dean of Girls, University High School)		
Roach, Lula D., Ph. B.,	1930-	*
(Drawing and Design; Assistant Professor of Art)		
Road, Rachel E., A. B., B. S. in L. S.,	1943-1945	
(Instructor, Librarian)		
Robarts, Mary A. (Ogden),	1886-1894	
(Assistant in Reading and Arithmetic, Bookkeeping)		
Robbins, Buren Calvin, B. Ed., M. A.,	1949-	*
(Assistant Professor of Speech)		
Robertson, Ruby, (Reed),	1921-1925	
(Music)		
Rocheleau, William Francis,	1892-1895	
(Associate in Pedagogy and Psychology; Superintendent, Training School)		
Rodabaugh, Louis D., A. B., M. A., Ph. D.,	1947-	*
(Associate Professor of Mathematics)		
Rodgers, Harriet B., A. B., A. M.,	1927-1929	
(Physical Education, Women)		
Rogers, Ora, B. Ed., A. M.,	1928-	*
(Critic, 6th Grade, Allyn Training School; Assistant Professor, Allyn Training School)		
Rolens, Dorothy H., B. S., M. A.,	1943-1944	
(Instructor, Commerce)		
Rose, Homer, B. S., M. S.,	1940-1944	
(Industrial Education)		
Rose, Ruth O., A. B., A. M., Ph. D.,	1930-1931	
(English Department)		
Rowe, Frances E., B. S., M. D.,	1941-1943	
(Physiology and Health Education, Associate College Physician)		
Roy, Estella (Crane), A. B., B. S.,	1929-1938	
(Library)		
Rue, Julia, A. B., A. M.,	1920-1923	
(Special Critic, Grades 3-6)		

- Russell, J. D., B. S. in Ed., M. A. in Phys. Ed., 1946-1947,
 Winter
 1947, Fall
 1947-1948,
 Winter
 1948, Fall
 1950, Spring
 (Faculty Assistant, Physical Education; Coach, Attucks High School)
- Salter, Matilda F., 1885-1917
 (Drawing and Penmanship; Head of Art Department)
- Sanders, Cora (Corzine), 1927-1939
 (Office of the President; Assistant Registrar; Junior Department Stenographer)
- Schneider, William B., B. A., M. A., Ph. D., 1936- *
 (Professor of English; Chairman of Department)
- Schroeder, Henry J., B. Ed., M. S., 1923- *
 (Manual Arts; Professor of Industrial Education)
- Schwartz, Robert W., A. B., L. L. B., 1948-1949
 (Instructor in Government)
- Scott, John Winfield, A. B., M. A., Ph. D., 1947- *
 (Professor of Business Administration, Chairman of Department)
- Scott, Madelyn (Treece), B. Ed., M. A., 1937-1938
 1940- *
 (Fourth Grade, Brush Training School; Instructor, Allyn Training School)
- Scott, Martha, A. B., M. S., 1929-1947
 (Zoology; Botany, 1930; Assistant Professor of Zoology)
- Scott, R. A., B. S., M. S., Ph. D., 1923- *
 (Professor of Chemistry)
- Segal, Melvin J., A. B., M. A., Ph. D., 1937-1946
 (Economics Department; Assistant Professor of Economics, Acting Head of Department)
- Shafter, Albert Jene, B. A., 1948-1949
 (Faculty Assistant in Sociology)
- Shake, Shelby S., B. S., M. S., 1944- *
 (University High School; Assistant Professor)
- Shank, Marjorie M., B. A., M. A., 1923- *
 (Geography and Geology; Registrar, 1931; Associate Professor of Geography)
- Sheppard, Lizzie M. (Miller), 1888-1889
 (Assistant in Grammar School)
- Sheridan, Mary Bell, A. B., 1918-1919
 (Critic, Junior High School)
- Shryock, Burnett H., A. B., M. A., 1935-1945
 -1949
 (Art Department; Head of Department)
- Shryock, Henry William, Ph. B., 1894-1935
 (Elocution, Rhetoric and English Literature; Vice-President, Registrar 1898-1913; President in 1913; Head of English Department)

Shubert, Esther, B. Ed.; B. S., M. S. in L. S.,	1940-1942	
	1943-	*
(Instructor, Librarian; Assistant Professor; Principal Catalog Librarian)		
Shuman, Helen A., B. Ed., M. A.,	1945-	*
(Associate Professor, Administrative Assistant to the President; Dean of Women)		
Sickman, Bernice L., B. S. in Ed.,	1946-1948	
(Faculty Assistant, Rural Education)		
Simpson, Alfred Morris, B. Ed., M. A.,	1946-1948	
(Instructor, University High School)		
Smith, George W., A. M. (Honorary),	1890-1935	
(Principal and Critic, Grammar and High School; Geography, History and Civics; Secretary of Faculty, 1894; Secondary Examiner and Adviser, First Year, 1923; Professor Emeritus 1935)		
Smith, Gladys L., B. Ed., A. M.,	1931-	*
(Rural Training School Critic; Assistant Professor, University High School)		
Smith, Gladys O., B. Ed., M. Ed.,	1932-1944	
(Carterville High School Critic, History)		
Smith, Helen (Vogler),	1920-	*
(Instructor in Music; On Leave of Absence, 1949)		
Smith, Madeleine M., A. B., A. M.,	1929-	*
(Foreign Language Department; Assistant Professor of Foreign Language)		
Sowers, Mary A., (Scott),	1882-1884	
(Assistant in Training Department)		
Spencer, Thomas J., Capt., U. S. A.,	1877-1880	
(Military Instruction and Tactics)		
Spires, Loren, B. Ed.,	1932-1944	
(Carterville High School Critic, Physics and Mathematics)		
Spiro, Coleta Knewitz, B. S., M. S.,	1942-1944	
(Instructor, University High School; Cafeteria Manager)		
Spradling, Zita, B. S., M. S.,	1944-	*
(Instructor, University High School)		
Stafford, Lilia B.,	1906-1907	
	1909-1910	
(Physical Training, Penmanship, and Spelling; Substitute, Physical Training, Girls, 1909-1910)		
Stahlheber, Patricia, B. S. in Ed., M. A.,	1947-	*
(Instructor in Foreign Languages)		
Starck, Helen Ruth, B. S., M. Ed.,	1944-	*
(Instructor, University High School)		
Starr, Charles G., Lieut., U. S. A.,	1883-1886	
(Military Science and Tactics)		
Steagall, Mary M., Ph. B., Ed. B., M. S., Ph. D.,	1908-1938	
(Critic, Third and Fourth Grades, 1908-1912; Ninth and Tenth Grades, 1912-1913; Assistant in Mathematics, 1913; Biology, Head of Department, 1915; Zoology, 1929; Professor of Zoology Emerita, 1938)		
Stearns, Troy, B. Ed., A. M.,	1929-1940	
(Critic, Brush Training School; Superintendent of Rural Training Schools, 1937)		
Steffes, Robert A., B. S., M. S.,	1946-	*
(Instructor in Journalism; Acting Chairman of Department)		

- Stehr, Jean, B. S., M. A.,1944- *
(Instructor, Physical Education for Women)
- Stein, Hilda A., B. Ed., M. S.,1925- *
(Allyn Training School; Special Critic, Nature Study and Geography; Zoology, 1929; Associate Professor of Zoology)
- Stenson, Helen Elaine, B. S., M. A.,1939-1941
(Assistant Professor, Rural Education, Field Supervisor)
- Stewart, Maude A., B. S. in Ed., M. S. in Ed., Ed. D.,1949- *
(Associate Professor of Guidance and Special Education)
- Stinson, Charles H., B. S., M. S., Ph. D.,1943-1946
(Assistant Professor of Agriculture)
- Stolfa, L., M. D.,1942-1944
(Instructor, Physiology and Health Education; Associate College Physician)
- Stone, Hal, B. Ed., M. S.,1946- *
(Instructor in Chemistry)
- Stone, Opal Elizabeth, B. S.; B. S., M.S. in L. S.,1929-1936
1946- *
(Library, Acting Director; Assistant Professor)
- Story, Mamie Nell (Standacher), B. S. in Ed.,1948, Spring
(Faculty Assistant, Commerce)
- Stotlar, John W., B. S. in Ed., M. S.,1948- *
(Instructor, University High School)
- Straker, Ruby Mathews, B. S. in Ed.,1946- *
(Faculty Assistant, Extension and placement Service)
- Stull, Marjorie Andrews, B. Ed., B. S. in L. S.,1942- *
(Instructor, Librarian; University High School)
- Sutherland, Stella, A. B., A. M.,1928-1929
(English Department)
- Swain, Ralph,1918-1921
(Instructor in Music)
- Swan, Dorothea (Brown), A. A., B. F. A., M. A.,1945-1947
(Assistant Professor of Art)
- Swartz, Willis G., B. A., M. A., Ph. D.,1930- *
(Professor of Government, Chairman of Department; Dean of Graduate School)
- Swayne, Julius, R. B. S., B. S. in Ed.,1948- *
(Faculty Assistant, Museum)
- Swisher, Ramon S., B. S. in Ed.,1948-1949
(Faculty Assistant in Biological Science and Research)
- Talley, C. Horton, B. A., M. A., Ph. D.,1948- *
(Professor of Speech, Chairman of Department)
- Taylor, Derenda W., A. B.,1947-1948
(Social Science, Attucks School, Faculty Assistant)
- Taylor, Ernestine Cox, B. S. in Ed.,1948-1949
(Faculty Assistant in Music)
- Taylor, Ward H., A. B., A. M.,1913-1917
(Assistant Professor, Mathematics)
- Teel, Harley R., B. Ed., A. M.,1935- *
(Rural Training Schools; Assistant Principal, Brush Training School; Principal, 1943; Assistant Professor)

Tenney, Charles D., A. B., A. M., Ph. D.,	1931-	*
(English Department; Professor of English and Philosophy; Administrative Assistant to the President, 1945)		
TerKeurst, Arthur J., A. B., M. S., Ph. D.,	1945-1946	
(Associate Professor, Dean of Men)		
Thalman, Wellington A., A. B., M. A., Ph. D.,	1929-	*
(Education Department; Professor of Education)		
Thomas, Cyrus, Ph. D.,	1874-1879	
(Natural History, Physiology and Curator, Museum; Emeritus 1879)		
Thomas, J. Henry, B. Ed.,	1946-1947	
(History, Attucks High School; Part time Instructor; Practice Supervisor)		
Thomas, Ota (Reynolds), B. A., M. A., Ph. D.,	1941-1943	
(English)		
Thompson, George G., B. A., M. S., Ph. D.,	1941-1943	
(Education Instructor, Psychology)		
Thompson, Bessie (Milne),	1899-1901	
(Librarian)		
Tolbert, Lillian D., A. B., A. M.,	1935-1939	
(Carterville High School Critic; Latin, English)		
Tollafield, Ronald C., A. B., B. S. in L. S.,	1949-	*
(Instructor, Documents and Serials Librarian)		
Travis, Edna Spires, B. S., M. S. in Ed.,	1948-	*
(Instructor in English)		
Trobaugh, J. Carl,	1942-	*
(Manager of Book Store, Executive Assistant)		
Troutman, Walter M., B. Ed.,	1947-1949	
(Faculty Assistant in Industrial Education)		
Troutt, Madge (Sanders), B. Ed., A. M.,	1924-	*
(Training School Critic; Assistant Professor, University High School)		
Trovillion, Mae (Smith), A. B., A. M.,	1919-1931	
	1943-	*
(Instructor in English)		
Trulove, Jewell, B. Ed., M. A.,	1930-1949	
(Critic, Brush Training School)		
Truman, Charlotte E.,	1911-1913	
(Critic, Grades 7 and 8)		
Tucker, Lowell R., B. S., M. S., Ph. D.,	1947-	*
(Associate Professor of Agriculture, Acting Chairman of Department)		
Tudor, William J., B. S., M. S., Ph. D.,	1948-	*
(Associate Professor of Sociology)		
Turner, Arnold, B. S., M. S.,	1949-	*
(Instructor in Business Administration)		
Turner, Max W., B. Ed., M. A., Ph. D.,	1947-	*
(Associate Professor of Government)		
Turner, Robert C., B. A., B. S. in Ed., M. A.,	1947-	*
(Associate Professor of English)		
Van Cleave, Emerson S., B. M., M. S.,	1938-1946	
(Music Instructor)		

Van Lente, K. A., A. B., M. S., Ph. D.,	1931-	*
(Professor of Chemistry)		
Van Mason, Caroline E., B. S., M. B. A.,	1949-	*
(Instructor in Home Economics)		
Van Riper, Joseph, A. B., A. M., Ph. D.,	1939-1946	
(Assistant Professor of Geography)		
Van Trump, Ruby, B. S., A. M.,	1928-	*
(Assistant Professor, Allyn Training School)		
Van Voorhees, Walter Q., B. S.,	1946-1948	
(Faculty Assistant in Industrial Education)		
Vaupel, Jean, B. S. in Ed.,	1944-1945	
(Faculty Assistant)		
Vick, Kate (Russell),	1920-1921	
(Critic, Grades 3 and 4)		
Vinge, Clarence L., B. A., M. P., Ph. D.,	1946-1948	
(Associate Professor of Geography)		
Vocelle, Mary D., A. B.,	1939-1941	
(Instructor, Librarian)		
Vogely, Maxine, A. B., B. Ed., M. A.,	1947-	*
(Instructor, Director of Anthony Hall)		
Wakeland, Floyd V., B. Ed., M. A.,	1939-	*
(Associate Professor of Music)		
Ward, Irma Tate, B. Ed.,	1946-1949	
(Faculty Assistant in Botany)		
Warren, F. G., A. B., A. M.,	1913-	*
(Principal of High School; Mathematics; Secondary Examiner and Advisor, Fourth Year, 1923; Assistant, Department of Education; Director of Senior High School Practice Teaching, 1928; Head of Education Department, 1939; Professor of Education, Chairman of Department)		
Waters, Loraine, B. A., M. S. in Ed.,	1947-	*
(Instructor, University Museum)		
Watkins, Ben P., A. A., A. B., M. A.,	1946-	*
(Assistant Professor of Art, Acting Chairman of Department)		
Watson, George H., A. B., M. A.,	1939-1942	
(Instructor in Political Science)		
Watson, Irene, B. S., A. M.,	1933-1937	
	1940-1944	
(Carterville High School)		
Watson, Richard E., B. Ed., M. A., Ph. D.,	1940-1946	
(Physics and Astronomy, Instructor)		
Way, Clara B., A. M.,	1892-1894	
(Latin and Greek)		
Weidemier, Gertrude,	1943, One Term	
(Faculty Assistant; Manager of the Book Store)		
Welch, Walter B., A. B., M. S., Ph. D.,	1938-	*
(Associate Professor of Botany; Chairman of Department)		
Wells, Florence A., B. Ed., A. M.,	1927-1946	
(Senior High School English; Assistant Professor, University High School; Emerita 1946)		

Wertz, Adda Patterson, A. M.,	1897-1910	
(Principal of Model School, 1897-1898, Critic, 1898-1910)		
Wham, George Dorritt, Ed. B.,	1906-1938	
(Associate in Pedagogy and Training 1907; School Management and Philosophy of Education, 1908; Psychology, 1913; Senior Examiner and Advisor, Dean of Faculty, 1923; Sophomore Examiner and Advisor, 1925; Head of Education Department; Emeritus 1938)		
Wharton, John S., B. Mus., M. Mus.,	1945-	*
(Instructor in Music; Assistant Professor of Music)		
White, Addie M.,	1916-1917	
(Critic, Junior High School)		
White, Conrad, B. S. in Ed., B. S., M. A.,	1946-1948	
(Assistant Professor of Agriculture)		
Whittington, Samuel Bettes,	1893-1899	
(Arithmetic; Civics and Physical Training)		
Wilhelm, Grace, B. Ed., M. A.,	1924-1944	
(Training School Critic)		
Wilkinson, James J., B. S., M. S.,	1948-	*
(Instructor in Physical Education for Men)		
Willard, Charles B., B. Ed., A. M., Ph. D.,	1949-	*
(Associate Professor, University School)		
Wille, Don, B. A., M. S.,	1949-	*
(Instructor, Health Education)		
Williams, Gladys P., Ph. B., M. A.,	1917-1942	
(Drawing and Design; Professor of Art, Head of Department; Emerita, 1942)		
Wilson, Amanda Esther,	1900-1910	
(Critic, Primary Grades)		
Wilson, Elizabeth K.,	1911-1915	
(Critic, Grades 5 and 6; 7 and 8, 1913)		
Wilson, Henry L., B. A., M. A., Ph. D.,	1946-1948	
	1949-	*
(Assistant Professor of English; Associate Professor of English, 1949)		
Winkler, Clyde V., A. B., M. A.,	1949, Winter	
(Assistant Professor of Education)		
Winn, Georgia G., A. B., M. A., Ph. D.,	1947-	*
(Associate Professor of English)		
Winters, Della, B. S.,	1923-1925	
(Critic, Junior High School)		
Winters, Helen (Elliot),	1910-1911	
(Assistant in Music)		
Wintersteen, Marjorie, B. Ed., M. A.,	1936-1937	
(Critic, Brush Training School)		
Wolfe, Ernest R., A. A.,	1948-	*
(Supervisor, Veterans Housing Projects)		
Wood, Eugene S., B. S.,	1949-	*
(Instructor, University High School)		
Wood, Hayward, B. S. in Ed.,	1948-1949	
(Faculty Assistant in Government)		

- Woodburn, Thelma, B. S., M. S.,1935-1940
(Cartersville High School Critic; Mathematics, Commerce, Civics)
- Woods, Harvey Smith, B. S., M. S.,1949- *
(Instructor in Agriculture)
- Woody, Lucy K., B. S., M. A.,1911-1949
(Assistant in Household Arts; Dean of Women, 1926; Head of Household Arts, 1930; Professor of Home Economics Emerita, 1949; Emerita)
- Wright, C. E., B. Ed., LL. B.,1946-1948
(Faculty Assistant in Business)
- Wright, John I., Ph. B., A. M.,1925- *
(History, Senior High School; General Supervisor of Training School History; Associate Professor of History)
- Wright, Mary,1885-1886
(Assistant in Reading and Arithmetic)
- York, Pansy,1922-1923
(Training School; Critic, Grades 3 and 4)
- Young, Eleanor, A. B.,1946- *
(Faculty Assistant in Speech)
- Young, O. B., A. B., A. M., Ph. D.,1929-1949
(Professor of Physics and Astronomy; Head of Department, 1938)
- Youngblood, Kate Walker,1913-1922
(Secretary to the President)
- Zimmerschied, Charlotte, A. B., A. M.,1927- *
(Assistant Professor of Physics and Astronomy)

APPENDIX B

BOARDS OF TRUSTEES CHARTER TRUSTEES

(Appointed by Governor John M. Palmer, 1869.)

Daniel Hurd, Cairo
Eli Boyer, Olney.
Elihu J. Palmer, Carbondale.
Thos. M. Harris, Shelbyville.
Samuel E. Flannagan, Benton.

BUILDING COMMISSIONERS

(Appointed by Governor John M. Palmer, 1871.)

John Wood, Cairo.
R. H. Sturgis, Vandalia.
Elihu J. Palmer, Carbondale.
Nathan Bishop, Marion.
Hiram Walker, Jonesboro.
F. M. Malone, Pana.

FIRST REGULAR BOARD OF TRUSTEES

(Appointed by Governor John L. Beveridge, 1873.)

Hon. Thos. S. Ridgway, President, Shawneetown.
James Robarts, M. D. Secretary, Carbondale.
Edwin S. Russell, Mt. Carmel.
Lewis M. Phillips, Nashville.
Jacob W. Wilkins, Marshall.

CHRONOLOGICAL LISTING OF ALL MEMBERS
1873 - 1949

Hon. Thos. S. Ridgway, Pres., Shawneetown -----	1873	1893
Dr. James Robarts, Secy., Carbondale -----	1873	1885
Edwin S. Russell, Mt. Carmel -----	1873	1883
Lewis M. Phillips, Nashville -----	1873	1880
Judge Jacob W. Wilkin, Marshall -----	1873	1883
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INDEX OF ILLUSTRATIONS

	Page
Dr. Delyte Wesley Morris, Eighth President	vi
Aerial View of Southern's Present Campus	xiii
Old Main (1887)	xiii
Old Science Building (1896)	xiv
Wheeler Library (1903)	xiv
Allyn Building (1903)	xv
Anthony Hall (1913)	xv
Shryock Auditorium (1916)	xvi
Gymnasium (1925)	xvi
Parkinson Laboratory (1928)	xvii
McAndrew Stadium	xvii
University School	xviii
First Building	18
Carbondale As Seen from the Campus, 1878	21
Martha Buck	26
James H. Brownlee	26
Douglas Corps Cadets	40
Ruins of First Building, 1883	47
Temporary Building, 1884-1887	50
Dr. Robert Allyn, First President, 1874-1892	51
John Hull, Second President, 1892-1893	53
Dr. Harvey William Everest, Third President, 1893-1897	54
Dr. Daniel Baldwin Parkinson, Fourth President, 1897-1913	55
Hand-written Transcript of Grades, 1890	58
Class of 1899	59
Group of Faculty Members, Trustees, and Citizens at Dedication of Wheeler Library, June 6, 1904	60
Football Team, 1896	64
Henry William Shryock, Fifth President, 1913-1935	73
Roscoe Pulliam, Sixth President, 1935-1944	74
Dr. Chester Frederic Lay, Seventh President, 1945-1948	109
Cornerstone Laying, University School; by G.M. Fred I. Mills	112
Tableau of First Faculty Meeting	113
Curriculum Evolution (Chart)	Back Page Pocket

A

Abbott, T. W., 94, 106
 Academic Advisors, 83
 Academy of Science, 46
 Admission Requirements, 23, 31, 37, 57
 Agriculture, 62, 68
 Air Cadets, 97
 Albany, New York, 11
 Alexander, F. M. 95
 Alexander, Orville, 107, 114
 Allen, Carlos Eben, 80, 81
 Allyn, Dr. Robert, 3, 14, 17, 20, 24,
 29, 31, 32, 34, 41, 45, 47, 48, 50,
 77, 78, 79, 80
 Allyn Training Schools, 36, 61
 Altgeld, Gov. John P., 52, 56
 Alton and Terre Haute Railroad, 7
 Alumni Association, 60, 96
 Alumni Services, 81, 107
 American Association of Teachers Col-
 leges, 57, 68, 80
 American Association of University
 Women, 96
 American Council on Education, 80, 98
 American Legion, 100, 115
 Anderson, Ann C., 36
 Anheuser-Busch, Inc., 110
 Anna, Illinois, 9
 Anthony Hall, 65, 115
 Arbor Day, 46
 Armstrong, W. Earl, 98
 Ashland Oil and Refining Company, 96,
 111
 Athletics, 63, 67, 71
 Aurora, Illinois, 27

B

Backward Condition of Schools in
 "Egypt", 3, 4, 32
 Bachelor of Education Degree, 57, 59
 Bailey, Percival, 106
 Bainum, Glenn C., 68, 72
 Ballin, Hans, 42, 43
 Baptist Foundation, 44
 Barker, Leo, xi
 Bateman, Newton, 4, 14, 19
 Bayliss, Alfred, 61, 64
 Bayliss Field, 64
 Baylor University, 106
 Bedford Seminary, 25
 Bell, Lt. James Franklin, 40, 41
 Bennington Conference, 98
 Beveridge, Gov. John L., 16, 17, 19, 20
 Beyer, Richard L., 95, 104, 115
 Bishop, Nathan, 16
 "B. J." Club, 117
 Black, Richard V., 38, 39, 80
 Blair, Francis G., 62, 75, 85
 Board Investigation of Southern, 108
 Bookkeeping Courses, 38
 Bookstore, 91
 Boomer, S. E., 68
 Bowyer, Emma, 90
 Boyer, Eli, 9, 12
 Braden, Clark, 3, 10, 12

Bradley, Preston, 111
 Bridges, Roland E., 86, 87
 Brown, J. Stanley, 85
 Brown, Leo J., 115
 Brown, W. O., 70, 81
 Browne, George Merwin, 68
 Brownlee, James H., 17, 24, 25, 29, 39,
 42, 78
 Brush, D. H., 7
 Brush Grove, 14
 Bryan, Silas L., 7
 Bryan, William Jennings, 50
 Bryant, Roye R., 82
 Bryant-Stratton Business College, 26
 Bryant, T. L., 80
 Buchanan, George V., 41
 Buck, Martha, 17, 24, 29, 38, 43, 116
 Building Commissioners, 15, 18
 Bureau of Rural School Work, 70
 Bushwell, Atty. General, 12
 Business Manager, 25, 80

C

Cafeteria, 91
 Cairo, Illinois, 13
 Caldwell, Beverly C., 33
 Caldwell, Delia, 37
 Caldwell, Mary, 43
 Calisthenics, 25, 29, 42
 Cambridge, England, 26
 Campbell, James M., 13, 15
 Carbondale City Bonds, 15
 Carbondale College, 15
 Carbondale Convention Resolution, 4
 Carbondale Free Press, 87
 Carbondale, Illinois, 9, 11, 13, 77, 78,
 82, 86, 87, 94
 Carbondale New Era, 4, 9, 11
 Carlyle, 9
 Carroll, Monroe S., 106
 Carterville Community High School,
 70, 103
 Centennial Exposition, 37
 Centralia Conference, 2, 4, 5
 Centralia, Illinois, 2, 9, 10, 13
 Centralia Sentinel, 9, 10
 Certifying Law, 34, 70
 Charter Act, 1, 12, 23, 28, 78
 Chicago Tribune, 110
 Child Guidance Clinic, 95
 Cisne, W. G., 70, 81, 114
 Civil Administrative Code, 16, 71, 85
 Civil War, 2, 52, 95
 Classical Course, 37
 Cobden, Illinois, 9, 34
 Code of Procedures, 92, 101
 College of Education, 92, 99, 106, 108
 College of Liberal Arts and Sciences, 92,
 99, 101, 103, 106
 College of Vocations, 92, 99, 101, 103,
 106
 Colyer, Frank H., 68
 Commission for Teacher Education, 98
 Committee of Fifteen, 6
 Committee Systems, 82, 83, 88, 90, 91

Cook, John W., 86
 Council of Administration, 88, 89, 92, 98
 County Superintendents, 3, 4, 5, 23, 29, 31, 34, 62
 Crawford, Monroe C., 7, 13
 Creal Springs College, 93
 Crisenberry Bills, 99, 100
 Crisenberry, R. G., 99
 Cross, Ethan Allen, 114
 Curriculum, 27, 28, 37, 38, 56, 57, 61, 62, 63, 67, 68, 69, 79, 93, 94, 97, 98, 99, 101, 103, 107
 Curriculum Committee, 91
 Curriculum Evolution, Chart of, Pocket
 Custer Park, Illinois, 26

D

Davis, Kenneth, 115
 Davis, Robert W., 87, 111, 115
 Dean of Faculty, 81
 Dean of Men, 88, 90
 Dean of Women, 88, 90, 116
 Decatur, Illinois, 3, 27
 Dedication of First Building, 18, 19
 De Garmo, Charles, 42, 52
 Delsarte, 25
 Deneen, Gov. Charles S., 64
 Department of Registration and Education, 16
 De Soto, Illinois, 25
 Dey, Raymond H., 107
 Diamond Jubilee, xi, 34, 96, 111, 112, 113, 116
 Diamond Jubilee Homecoming, 113, 114
 DiGiovanna, Alice, 97
 Dill, John D., 87, 103
 Director of Extension, 94, 106
 Director of Registration and Education, 71, 85
 Director of Teacher Training, 102
 Domestic Science, 62, 63
 Dougherty, Lt. Gov. John, 12, 14
 Douglas Corps Cadets, 40, 97
 Drummond, Lorena, 107, 116
 Duff, Andrew D., 28
 Dunne, Gov. Edward J., 67
 DuQuoin, Illinois, 9, 13
 DuQuoin Tribune, 9, 10

E

Eastern Illinois State Normal, 25, 42, 56
 Edwards, Richard, 1, 4, 14, 19, 20, 93
 Egyptian Key, The, 94
 Eleventh Biennial Report (State Superintendent), 32
 Elliott, C. H., 61
 Ellis, Jacob Taylor, 61, 69,
 Entrance Examinations, 31
 Etherton, James M., 67
 Ervin, Hazel, 81
 Etherton, Lewis Ebb, 106
 Evans, Mrs. H. H., 96
 Everest, Harvey William, 42, 52, 56, 80
 Ewing College, 93
 Extension Division, 94, 107

F

Faculty Meetings, 24, 77, 78, 82, 89
 Faculty Senate, 88, 89
 Fair, Eugene R., 106, 108
 Felmley, David, 86
 Felts, William Troy, 38
 Ferguson, Irene, 36
 File, Lucien A., 87
 Fire of 1883, 48
 First-grade Certificate, 3, 31
 First Cornerstone Laying, 13, 14
 Flannagan, Samuel, 9
 Flora High School, 110
 Foote, Frances, 72
 Foster, Granville F., 17, 24, 25, 29, 47, 57
 Foster, I. Owen, 106
 Founders, Day, 113, 114
 Four Years at Southern Illinois University, xi
 Fowler, Charles H., 19
 French, George Hazen, 46, 47
 Furr, William A., 70, 75

G

Garfield, James A., 45, 48, 52
 Gastman, Enoch A., 3, 17, 27
 Gersbacher Loan Fund, 96
 Gilbert, John P., 63
 Gildemeister, Theda, 36
 Gladson, Guy A., 115
 Golconda, Illinois, 104
 Graduate School, 106
 Graduate Studies Committee, 103, 106
 G.A.R. (Grand Army of the Republic), 11, 25
 Grand Lodge A. F. & A. M., Illinois, 13, 114
 Greater Egypt Association, 94
 Green, Gov. Dwight H., 101, 105
 Gregory, John M., 4
 Griffith, Will, 94
 Gubelman, Lillian, 72
 Gum, Wanda Newsum, 91
 Gymnasium, 50, 56, 63, 72

H

Hall, Hal O., 98
 Harding, A. A., 68
 Harris, Thomas M., 9
 Harris, William T., 5, 19
 Harwood Hall, 117
 Harwood, S. E., 18, 61, 117
 Henry, Kate, 17, 27
 Herbart Society, 52
 Herbartian Principles, 35, 52
 Hewitt, Francis M. Sr., 87
 Hill, Chance, 91
 Hillman, A. C., 17, 24, 26, 29
 Hiskey, Marshall S., 108
 Historical Bulletin of Southern Illinois State Normal University, xi
 History of Jackson County, 18, 19

Hitter, Elmer P., 87
 Holder, Lynn, 116
 Homecoming Parade, 115
 Honors Day, 90
 Hood, John, 15
 Hopkins, Mark, 45, 48
 Houghton, C. T., 95
 Household Arts, 63, 68
 Hovey, C. E., 1, 2
 Hull, John, 27, 35, 50, 52, 79, 80
 Hurd, Captain Daniel, 6, 9

I

Illinois Agricultural College, 10, 26, 46
 Illinois Central Railroad, 2, 10
 Illinois Education Association, 94, 103
 Illinois Federation of Women's Clubs, 100
 Illinois General Assembly, 26th, 1, 7
 Illinois General Assembly, 39th, 56
 Illinois General Assembly, 44th, 61
 Illinois General Assembly, 45th, 57
 Illinois General Assembly, 48th, 71
 Illinois General Assembly, 49th, 71
 Illinois General Assembly, 62nd, 99
 Illinois General Assembly, 63rd, 99
 Illinois General Assembly, 65th, 108
 Illinois National Guard, 41
 Illinois School Master, 36
 Illinois State Normal University, 1, 17, 28
 Illinois State Teachers Association, 1, 88
 Illinois Teacher, The, 1
 Illustrations, Index of, 153
 Inauguration of Dr. Allyn, 19, 20
 Inauguration of President Lay, 104
 Inauguration of President Morris, 111
 Indiana State Teachers College, 110
 Industrial Arts, 75
 Industrial League, 1
 Ingersoll, Capt. E. J., 48, 82
 Inglis, Samuel M., 39, 41, 42, 67
 Institute of Juvenile Research, 95
 Irvington, Illinois, 9, 10

J

Jackson County, Illinois, 11, 106
 Jarvie, L. L., 98
 Jeans Foundation and Slater Fund, 33
 Jennings Seminary, 27
 Jerome, Charles W., 17, 24, 25, 29, 78, 79, 80
 Jerome, Mrs. E. A., 17, 27
 Jones, Grace E., 63, 116
 Junior College, 59

K

Kappa Phi Kappa, 114
 Karraker, I. O., xi
 Karraker, Orville M., 67
 Keesee, Leota, 39
 Keller, Kent E., 67
 Kellogg, Thelma Louise, 96

Kimmel, Mrs. Phyllis Prosser, xi
 Kirk, James, 36
 Knights Templar, 13, 114
 Koener, Gustavus, 7
 Krysher, Alice, 36

L

Lake Ridgway, 46
 Lamont, Daniel S., 42
 Lanphier, Charles G., 87
 La Salle, Myra M., 63
 Law Department, 28, 93
 Lawson, Douglas E., 108
 Lay, Chester Frederic, 104, 105, 107, 108, 110
 Lay, Joel, 106
 Lee, C. A., 80
 Library, 47, 56, 60
 Library Committee, 91
 Library of Lincolniana and Americana, 95
 Lindgren, Carl C., 110
 Lindley Scholarships, 61
 Lingle, Leland P., 115
 Little Theatre, 115
 Location Injunction Case, 12, 13
 Logan, John A., 7, 11, 12, 25, 78
 Long-range Planning Committee, 91
 Lord, Livingston C., 86
 Lowden, Gov. Frank O., 85
 Lyerla, O. W., 94, 115

M

McAnally Club, 117
 McAndrew Loan Fund, 96
 McAndrew Stadium
 McAndrew, William, 71, 72, 91, 115
 McDaniel, W. C., 100
 McDonagh, Edward C., 100
 McDonald, Edwin, 87
 McDonald, W. J., 99
 McKendree College, 3, 14, 20, 21, 25, 26, 93
 McLean, County Illinois, 27, 36
 McNeill, Mary M., 39
 Malone, F. M., 16
 Mann, Horace, 1, 20
 Manual of Teachers College Accounting, 80
 Manual Training, 56, 62, 63, 68
 Marberry, J. Oscar, 60
 Marshall, S. S., 7
 Mason, Julia, 27, 35
 Master of Science in Education Degree, 101, 103
 Mayor, John R., 91
 Merwin, Bruce W., 102, 115
 Methodology, 35, 52, 68
 Miles, Edward V., 80
 Military Department, 39, 42
 Military Training Equipment, 39, 41
 Mills, Fred I., 114
 Mind and Body, 42
 Model School, 17, 27, 34, 35, 36, 49, 61, 69

Moody Opera House, 48
 Morgan, Walter P., 86
 Morris, Delyte Wesley, 110, 111, 113,
 115
 Morrison, W. R., 7
 Mt. Vernon Township High School, 70
 Muckleroy, Renzo E., 63, 114
 Mulkey, Judge, 12
 Murphysboro, Illinois, 48
 Museum, 25, 46, 47, 48, 75
 Music Department, 39, 68

N

Natchitoches Normal, La., 33
 National Council of Education, 21
 National Education Association, 21
 National Youth Administration, 91, 96
 New Brunswick, 25
 "New Education, The", 52
 New Era, Carbondale, 4, 9, 11
 New Gymnasium, 72
 Nickell, Vernon L., 111, 115
 Normal Hall, 23, 50
 Normal Department, 27, 28
 North American Gymnastic Union, 42
 North Central Association, 57, 68
 North Dakota State Teachers College, 81
 Northern Illinois State Teachers Col-
 lege, 56
 Northwestern University, 27

O

Oberly, John H., 19
 Occupational Sources of Enrollment, 32,
 33
 Odin "Address", 6
 Odin, Illinois, 6, 13
 Oglesby, Gov. Richard J., 49
 Ohio State University, 110
 Ohio University, 21
 "Old Main", 49
 "Old Science" Building, 43, 49, 56
 Olney, Illinois, 9
 Olney High School, 67
 Olney Journal, 12
 Owen, William Bishop, 85

P

Palmer, Elihu J., 9, 13, 16
 Palmer, Gov. John M., 7, 9, 11, 12, 13,
 14, 15
 Pana, Illinois, 9
 Park College, 101, 110
 Parkinson, Daniel Baldwin, xi, 17, 24,
 26, 27, 29, 35, 43, 56, 57, 60, 64,
 65, 80, 82
 Parkinson Laboratory, 72, 75
 Parry, Douglas, 95
 Parry, Rachael, 95
 Patrick, J. N., 4
 Perry County Circuit Court, 12
 Personnel Council, 90
 Petersen, Louis C., 63
 Phillips, Lewis M., 16
 Physical Training, 41, 42, 71

Pierce, J. M., 42
 Piper, H. B., 63
 Placements Service, 81, 82
 Pledge to Teach, 23, 33, 61, 93
 Practice Teaching, 29, 31, 36, 70, 102
 Prairie Farmer, 1
 Preparatory School, 17, 26, 27, 31, 36,
 37
 Presidents' Council, 86
 Prosser, Phyllis, xi
 Puffer, Noble J., III
 Pulliam, Roscoe, 87, 88, 93, 94, 98, 101,
 102

Q

Quarter-Centennial Anniversary Souve-
 nir, 60
 Quarter Centennial, 59, 60
 Quick, Thomas, 10

R

Radio Service, 94
 Ragsdale, Ted R., 90
 Rapp, C. Ward, 56
 Rapp, Isaac, 48
 Raum, Gen. Green B., 7
 Redemption of Carbondale City Bonds,
 16
 Reed, Lt. H. T., 39, 40, 41
 Regional Research, 94
 Registrar, 25, 27, 50, 67, 81
 Rehn, Henry J., 106
 Religious Emphasis Week, 44
 Religious Instruction, 43, 44
 Report, Eleventh Biennial, 32
 Report, Third Annual, 31, 32
 Reynolds, Harmon G., 13
 Richart, Fred, xi, 40
 Ridgway, Thomas S., 7, 16
 Robarts, Abigail, 17
 Robarts, Dr. James, 16
 Robarts, Mary, 43
 Rocheleau, W. F., 36
 Roots, B. G., 11
 Rural Teacher Training, 70
 Russell, Edwin S., 16
 Russell, John Dale, 108

S

Salem Convention, 2
 Salem, Illinois, 2, 9, 36
 Salter, Matilda, 33
 Schneider, W. B., 100
 School Council, 62
 Scott, R. A., 97
 Second-grade Certificates, 3, 4
 Segregation, 28
 Seminary Fund, 1
 Seminary Lands, 10
 Shank, Marjorie, 81
 Shelbyville, Tennessee, 25
 Shepardson, Francis Wayland, 85
 Shuman, Helen, 107
 Shurtleff College, 14, 93
 Shryock Auditorium, 71

Shryock, Henry William, 57, 64, 67, 68, 69, 70, 71, 75, 80, 81, 82, 83, 86, 88
 Sixty-ninth College Training Detachment, 97
 Smith, Arthur Madison, 106
 Smith, George W., 36, 39, 67, 68, 82
 Smith, Mae Trovillion, xi, 116
 Smith, T. B. F., 60
 Smithsonian Institution, 25, 46
 Social Committee, 91
 Socratic Literary Society, 61, 114, 117
 Southern Illinois College, 3, 10, 11
 Southern Illinois Educational Convention, 2
 Southern Illinois Historical Society, 95, 115
 Southern Illinois Incorporated, 94, 99
 Southern Illinois Normal University, 1, 2, 4, 6, 7, 10, 12, 17, 23, 28, 38, 93, 104, 108
 Southern Illinois Teachers Association, 2, 5, 34, 71, 72, 94
 Southern Illinois University, 16, 108
 Southern Illinois University Foundation, 95
 Southern Methodist University, 110
 Sowers, Mary A., 36
 Spelling, 32
 Spencer, Capt. Thomas J., 39
 "Sphinx, The", 60
 Springfield, Illinois, 17, 75, 86, 87, 104, 108
 Springfield Journal, 13
 St. Louis Democrat, 13
 Standish, J. V. N., 3
 Starr, Lt. Charles G., 39, 40
 State Board of Education, 3
 State Civil Service Commission, 87
 State Course of Study, 62
 State Normal School Board, 71, 80, 81, 89, 102, 108
 State Teachers Association, 61
 Stelle, John, 115
 Stevenson, V. P. Adlai E., 50, 111
 Stevenson, Gov. Adlai E., 111, 115
 Stoddard, George D., 111
 Student Advisement, 90, 98
 Student Christian Foundation, 44
 Student Council, 88, 89, 90
 Sturgis, Lindell W., 103, 104, 111, 115
 Sturgis, R. H., 16
 Suhrie, Ambrose L., 98
 Summer Institute, 23, 24
 Summer Normals, 24
 Swartz, W. G., 103, 106
 Symposium on Militarism, 42

T

Taft, William Howard, 71
 Tamoroa, Illinois, 9, 10, 11
 Teachers College, 57, 62, 93, 98, 99, 101, 103
 Teachers' Institutes, 62, 70
 Teachers Salaries, 33
 Teeter, Lillian, 59
 Temple University, 106
 Temporary Building, 48, 49

Tenney, Charles D., 100, 107
 Ter Keurst, Arthur J., 107
 Terre Haute Normal, 11, 17
 Thalman, W. A., 95
 Thomas, Cyrus, 17, 24, 25, 29, 46
 Thompson, Frank G., 104, 105, 106
 Thompson, George, 95
 Tilton, Clint Clay, 95
 Training School, 70
 Troyer, Maurice, 98
 Turner, Jonathan B., 1, 5
 Twenty-fifth Anniversary Souvenir, xi

U

United States Health Service, 110
 University Bookstore, 75
 University of Chicago, 98, 101, 104
 University Foundation, 95
 University High School, 61
 University of Illinois, 2, 17, 25, 42, 59, 68, 88, 100, 111
 University Seal, 17
 University School, 34
 University of Texas, 104, 107

V

Vandever, W. W., 96, 111
 Vandalia, Illinois, 9
 Veterans of Foreign Wars, 100

W

Walker, Hiram, 16
 Walsh, Thomas, 12
 War Department, U. S., 39
 Warren, F. G., 70, 114
 Washington County, Illinois, 26
 Wesleyan Academy, 21
 Wesleyan University, 20
 Western Illinois State Normal, 56
 Wham, Fred L., 114, 116
 Wham, George D., 69, 75, 81
 Wham, John Page, 115
 Wheeler, Judge S. P., 60, 61
 Wheeler Library, 61
 Wiley, Ben L., 13
 Wilkin, Judge Jacob W., 16
 Williams, Walter W., 67
 Williamson County, Illinois
 Woody, Lucy K., 63, 96, 107, 116
 World's Columbian Exposition, 52
 World War I, 71, 72, 88, 192
 World War II, 97
 Wright, Mary, 33, 34
 Wright, Simeon, 3, 4
 Wykes, Grace S., 87

X

Xenia, Illinois, 110

Y

Young, Dr., 3
 Young Men's Christian Association, 43, 61
 Young Women's Christian Association, 43, 61
 Your Friend Lucy, xi

Z

Zetetic Literary Society, 61, 114, 117

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